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Ministère de l'Éducation
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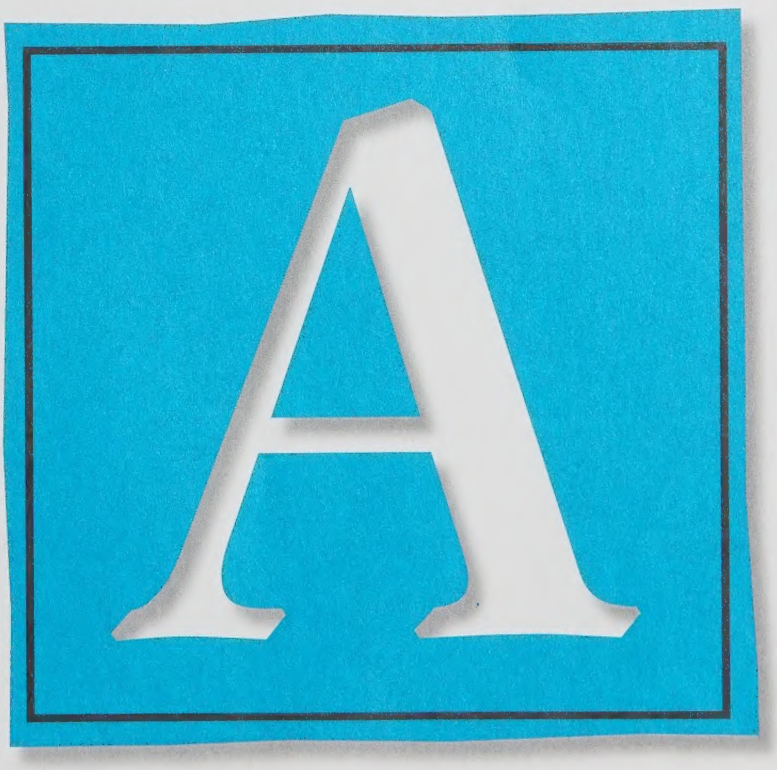
Le curriculum de l'Ontario

Anglais

de la 4e à la 8e année



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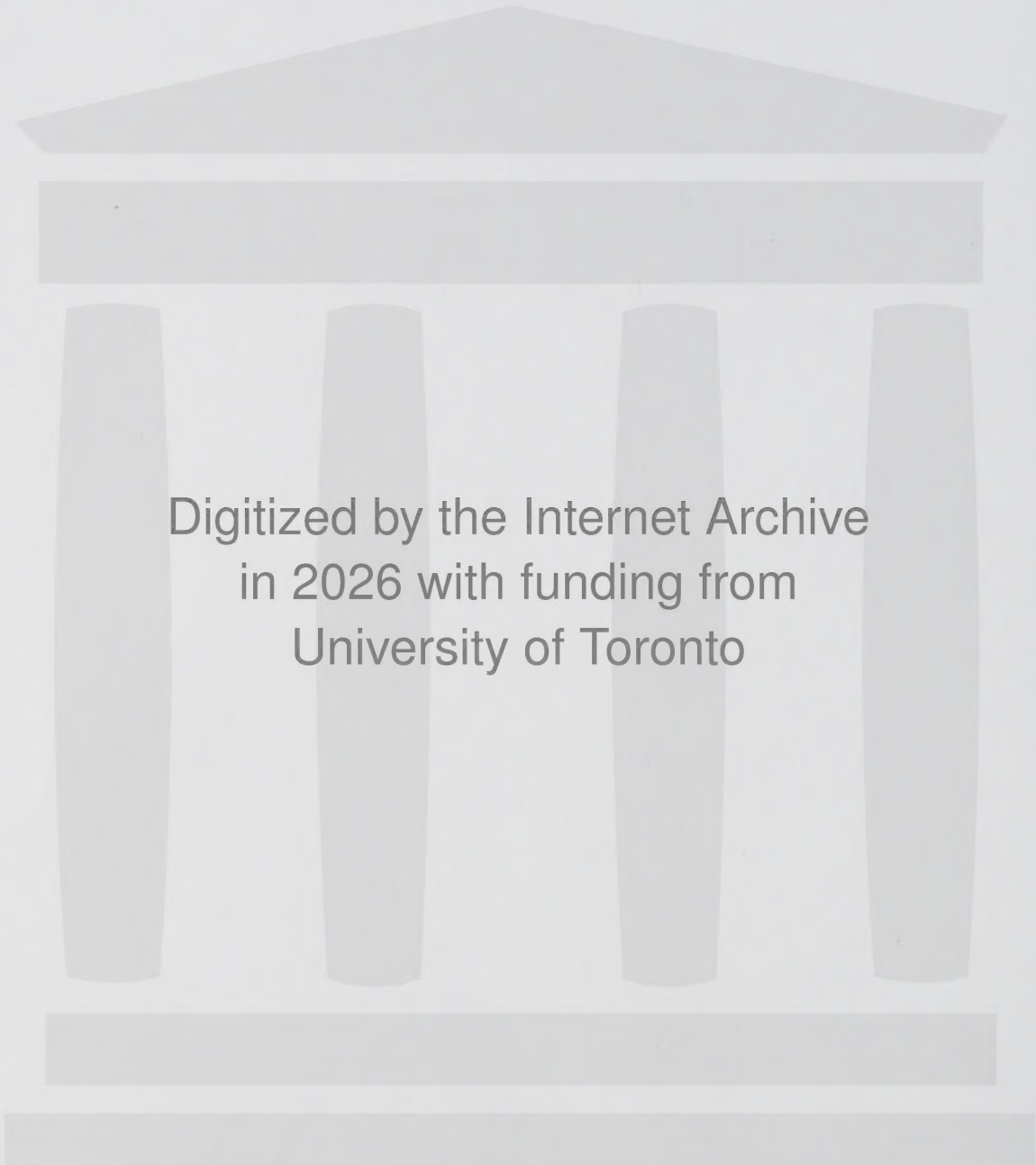
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Préface

Les élèves des écoles de langue française de l'Ontario doivent posséder de solides compétences langagières tout autant en français qu'en anglais. Le programme-cadre d'anglais de la 4e à la 8e année a été conçu afin de leur donner les connaissances et les habiletés requises pour atteindre un niveau élevé de compétence en anglais. En publiant ce document, le ministère s'adresse non seulement aux élèves et au personnel enseignant mais aussi aux parents qui désirent suivre les progrès de leur enfant. Rédigée dans un souci de clarté et de précision, cette publication devrait permettre au grand public de comprendre aisément les attentes et les contenus d'apprentissage du programme-cadre d'anglais.

En raison de la matière enseignée, ce document est rédigé en anglais, sauf cette préface et l'introduction. L'introduction comporte des précisions sur le contexte de l'enseignement de l'anglais dans les écoles de langue française, sur les caractéristiques du programme-cadre d'anglais, sur les composantes du curriculum de l'Ontario et sur le rôle et les responsabilités des élèves, des parents ainsi que des enseignantes et enseignants.

Toutes les autres sections de ce document ont été présentées en anglais afin de faciliter le travail de programmation du personnel enseignant et de permettre aux parents de se familiariser avec la terminologie utilisée en classe. Ainsi les parents et le personnel enseignant pourront mieux saisir toute l'ampleur du programme-cadre d'anglais, ses attentes et ses contenus d'apprentissage.

Introduction

La raison d'être du programme-cadre d'anglais pour les écoles de langue française

Le programme-cadre d'anglais définit clairement les attentes et les contenus d'apprentissage pour chaque année d'études de la 4e à la 8e année. Les parents et le public en général sauront ainsi en quoi consiste l'enseignement de l'anglais dispensé dans les écoles de langue française. *Le curriculum de l'Ontario – Anglais, de la 4e à la 8e année* remplace les sections du document *Le programme d'études commun – Politiques et résultats d'apprentissage de la 1re à la 9e année* qui traitent de l'apprentissage de l'anglais. À compter de septembre 1998, toute la programmation de l'enseignement de l'anglais, y compris les programmes modifiés pour les élèves en difficulté, de la 4e à la 8e année, sera fondée sur les attentes et les contenus d'apprentissage établis pour ces années d'études, tels qu'ils sont décrits dans le présent document.

La *Loi sur l'éducation* stipule que l'anglais doit être enseigné dans les écoles de langue française dès la 5e année. En général, cet enseignement commence en 4e année. C'est la raison pour laquelle ce programme-cadre comprend des attentes et des contenus d'apprentissage pour la 4e à la 8e année, bien que les écoles de langue française ne soient pas tenues de dispenser un tel enseignement avant la 5e année.

L'importance du bilinguisme additif

Dispersées sur tout le territoire de la province, les écoles de langue française sont à l'image des milieux qu'elles desservent et sont caractérisées par la diversité, laquelle tient à leur situation géographique, au profil linguistique de leur localité ou de leur région, aux conditions socio-économiques de leur clientèle ainsi qu'au degré de compétence langagière de leurs élèves. Cette diversité se vit dans un contexte minoritaire, et le programme-cadre d'anglais s'adresse aux élèves de la province qui connaissent déjà la langue anglaise, y compris les élèves qui ont des difficultés d'apprentissage.

Il importe avant tout que les élèves acquièrent une solide compétence en français pour communiquer, apprendre et créer des liens interpersonnels, conformément au mandat des écoles de langue française et à la politique d'aménagement linguistique qui favorisent l'intégration du vécu culturel dans la classe. L'intervention en milieu minoritaire des écoles de langue française est axée sur un bilinguisme additif. Chez les élèves des écoles de langue française, le bilinguisme additif se traduit par un niveau élevé de compétence langagière en français et en anglais, une forte identité culturelle liée au français et des attitudes positives à l'égard de la langue française, de la culture et de la communauté d'expression française et par une utilisation continue et générale du français dans tous les domaines d'activités, tant publics que privés. Dans le contexte franco-ontarien, le bilinguisme additif ne peut se réaliser que lorsque l'élève utilise avec aisance le français et que le français est valorisé par le milieu et par l'élève.

Connaître le français et l'anglais présente un double avantage pour l'élève : cet apprentissage lui permet, d'une part, de comprendre et d'utiliser deux langues reconnues mondialement et lui donne, d'autre part, la souplesse accrue qui en découle sur le plan intellectuel. La sensibilisation aux divers aspects socioculturels liés à la langue anglaise viendra enrichir le développement

de la pensée et de l'esprit critique chez l'élève et l'amènera à utiliser un langage plus nuancé et complexe, tant en français qu'en anglais.

Ce contexte d'aménagement linguistique conditionne l'enseignement de l'anglais. Les élèves qui ont acquis de solides compétences de base en lecture, en écriture et en communication orale en français auront de bonnes assises pour commencer l'apprentissage de l'anglais. Par exemple, l'élève qui sait très bien utiliser une variété de stratégies de lecture en français fera sans doute appel à ces mêmes stratégies pour lire des textes anglais et en comprendre le sens. Dans la rédaction de textes anglais, l'élève appliquera probablement le même processus d'écriture que dans ses cours de français.

En retour, l'apprentissage de l'anglais renforcera des compétences dans la langue française puisque l'élève pourra faire des comparaisons et mieux saisir le génie propre au français et à l'anglais. Ainsi, l'élève prendra conscience des différences et des similitudes entre les deux langues et apprendra à utiliser chacune de façon appropriée.

Afin que l'élève développe au maximum son bilinguisme additif, il importe que les enseignantes et enseignants aménagent des programmes de langue en tenant compte du milieu socio-communautaire et du profil linguistique des élèves ainsi que de leurs difficultés et leur fournissent le soutien approprié.

Les caractéristiques du programme-cadre d'anglais

Le présent programme-cadre est plus rigoureux et plus exigeant que les programmes d'anglais précédents. Il couvre en effet une gamme plus étendue de connaissances et d'habiletés et exige dès le départ l'apprentissage de notions langagières et écrites. Par exemple, dans le domaine de *Writing*, on s'attend à ce que, dès la fin de la 5e année, l'élève soit capable d'écrire un paragraphe composé d'une variété de phrases de longueurs différentes en appliquant les notions grammaticales à l'étude. L'élève doit aussi utiliser correctement les verbes réguliers et irréguliers au présent, au passé et au futur de l'indicatif et faire l'accord des verbes avec leur sujet.

Dans le domaine de *Reading*, on mise sur la lecture de textes variés provenant de différentes sources et époques. Les élèves devront aussi pouvoir identifier les caractéristiques des diverses formes de discours prescrites. Dans ce domaine, on vise à donner à l'élève le goût de la lecture et à lui faire découvrir la littérature du Canada anglais.

Dans le domaine de *Oral and Visual Communication*, le programme vise à amener l'élève à communiquer avec clarté et aisance en anglais tout en utilisant un vocabulaire juste, riche et approprié à divers contextes et situations. Ce domaine renferme aussi une composante médiatique. Il est primordial que l'élève apprenne à exercer son esprit d'analyse et son jugement critique face aux médias canadiens et aux messages qu'ils véhiculent. L'utilisation de certains moyens médiatiques tels que le cédérom et Internet fait aussi partie intégrante du programme.

Le curriculum de l'Ontario – Anglais, de la 4e à la 8e année détermine avec précision et en détail ce que les élèves doivent savoir et pouvoir faire pour chaque année d'études de la 4e à la 8e année. Ainsi, les conseils scolaires de district de langue française et les administrations scolaires n'auront plus à rédiger leurs propres contenus d'apprentissage; le curriculum sera uniforme dans toute la province. Pareille uniformité sera bénéfique aux élèves qui changent d'école et permettra aux parents, peu importe leur lieu de résidence, de suivre et de comprendre les progrès de leur enfant.

Le rôle des parents

Des études démontrent que les élèves fournissent un meilleur rendement scolaire quand leurs parents participent activement à leur apprentissage. Les parents ont donc un rôle important à jouer à cet égard. En lisant les programmes-cadres qui composent le curriculum, les parents peuvent voir ce que leur enfant doit apprendre chaque année. Ils peuvent ainsi mieux communiquer avec l'enseignante ou l'enseignant, lui fournir des renseignements précieux et lui poser des questions pertinentes sur les progrès et le rendement scolaire de leur enfant. En connaissant les attentes et les contenus d'apprentissage propres à chaque matière, les parents peuvent mieux interpréter le bulletin scolaire de leur enfant et travailler en collaboration avec l'enseignante ou l'enseignant en vue d'améliorer son rendement.

Les parents peuvent manifester leur intérêt pour l'apprentissage de leur enfant en valorisant l'acquisition et le développement de compétences dans les deux langues officielles du Canada, le français et l'anglais. Ils encourageront chez leur enfant la fierté de maîtriser la langue d'enseignement et la langue seconde de l'école de langue française. Les parents peuvent aussi contribuer à son succès en l'aidant à faire ses travaux à la maison, en assistant aux réunions de parents et en participant aux activités du conseil d'école, pour ne citer que quelques exemples parmi tant d'autres.

Remarque : On recommande aux parents de lire les attentes et les contenus d'apprentissage de toutes les années d'études et non pas seulement ceux qui s'appliquent à l'année d'études de leur enfant. Les exigences spécifiques à chaque année d'études devraient être examinées dans le contexte du processus général d'acquisition de connaissances et d'habiletés en anglais, d'année en année.

Le rôle des enseignantes et enseignants et des élèves

Les enseignantes et enseignants ont un rôle important à jouer. Il leur incombe d'élaborer une gamme de stratégies d'enseignement fondées sur une théorie pédagogique solide en tenant compte du niveau de compétence langagière de leurs élèves ainsi que de leurs difficultés. Les enseignantes et enseignants possèdent l'expertise nécessaire pour répondre aux besoins particuliers de chaque élève, susciter l'enthousiasme et varier les activités d'apprentissage. Il leur faut démontrer à l'élève la possibilité de transférer des connaissances et des habiletés d'une langue à l'autre. En définitive, il leur incombe d'amener chaque élève à profiter pleinement de son apprentissage.

En ce qui concerne leur apprentissage, les élèves aussi ont des responsabilités, qui s'accroissent d'année en année. Leur succès est directement lié à l'effort fourni et il leur revient de prendre en main leurs études pour tirer profit des habiletés, des connaissances, de la créativité et des qualités personnelles que les programmes-cadres leur permettent d'acquérir. Certains élèves cependant auront plus de difficulté à assumer la responsabilité de leur apprentissage. Les enseignantes et enseignants devront encourager ceux-ci à se sentir responsables de leur rendement et à devenir les artisans de leur succès.

Les attentes, les contenus d'apprentissage et la grille d'évaluation du rendement

Le curriculum de l'Ontario – Anglais, de la 4e à la 8e année repose sur trois éléments fondamentaux : les attentes, les contenus d'apprentissage et la grille d'évaluation du rendement. Des attentes claires et précises sont définies pour chaque année d'études dans chacun des trois domaines d'anglais : *Writing, Reading et Oral and Visual Communication*. Pour satisfaire à ces attentes, les élèves doivent acquérir les connaissances et les habiletés décrites en détail dans les contenus d'apprentissage. Il incombe aux enseignantes et enseignants de choisir les stratégies pédagogiques qui favorisent l'acquisition des connaissances et des habiletés prescrites et qui amènent les élèves à répondre aux attentes définies pour chaque année d'études. Leur choix se fondera sur les besoins et les difficultés des élèves et se fera en fonction des ressources disponibles.

L'enseignement favorisera chez les élèves le développement de solides valeurs personnelles et d'attitudes positives à l'égard de la matière à l'étude et de l'apprentissage en général. Un haut niveau de rendement demeure l'objectif commun pour tous les élèves; l'atteinte de ce but requiert une collaboration étroite entre les enseignantes, les enseignants, les élèves et les parents.

La grille d'évaluation décrit de façon générale quatre niveaux de rendement. Ces descriptions pourront être utilisées de pair avec d'autres indicateurs plus traditionnels, tels que des notes exprimées en pourcentage (en 7e et 8e année) ou par une lettre (de la 4e à la 6e année) pour évaluer le rendement des élèves. En anglais, la grille d'évaluation du rendement porte sur les quatre compétences suivantes : *Reasoning, Communication, Organization of ideas et Application of language conventions (spelling, grammar, punctuation, and style)*.

Cette grille d'évaluation peut être utilisée pour évaluer le rendement de l'élève dans les trois domaines de l'anglais. Le niveau 3 correspond à un rendement qui satisfait pleinement aux attentes et qui est considéré comme la norme provinciale. Le niveau 4 correspond à un rendement qui se situe au-delà de la norme. Il dénote l'excellence et non pas l'exception. Quant aux niveaux 1 et 2, le premier correspond à un rendement nettement inférieur à la norme provinciale, alors que le deuxième qualifie un rendement proche de la norme provinciale. L'élève qui, en fin d'année, se situe au niveau 3 ou 4 est tout à fait prêt à entreprendre l'année d'études suivante.

Les domaines du programme-cadre d'anglais

Les contenus d'apprentissage prescrits dans le programme-cadre d'anglais sont répartis en trois domaines : *Writing, Reading et Oral and Visual Communication*. Pour chaque année d'études de la 4e à la 8e année, on enseignera systématiquement toute la matière qui compose les contenus d'apprentissage prescrits dans les trois domaines. Le programme-cadre d'anglais a été conçu pour permettre aux élèves : 1) d'acquérir les connaissances et les habiletés langagières nécessaires à une bonne maîtrise de *Reading* et de *Writing*; 2) de développer une appréciation de la littérature d'expression anglaise et la capacité d'exprimer les réactions suscitées par les textes littéraires; et 3) de communiquer oralement en anglais avec clarté et aisance en *Oral and Visual Communication*.

Les élèves apprendront également à faire appel à leur sens critique et à leur esprit d'analyse pour exprimer leurs réactions face aux divers types de médias de communication. Enfin, les élèves utiliseront les nouvelles technologies pour approfondir leurs connaissances sur un sujet, rechercher des informations, accomplir des tâches spécifiques et communiquer avec les autres.

L'élaboration des programmes d'anglais dans les écoles de langue française

Les enseignantes et enseignants planifieront une programmation de l'enseignement de l'anglais qui aidera les élèves à acquérir une bonne compétence langagière. Étant donné l'interdépendance des trois domaines de la langue, les enseignantes et enseignants puiseront dans le matériel pédagogique propre aux différents domaines du programme-cadre d'anglais pour élaborer leurs activités. Avant de rédiger un texte, par exemple, les élèves seront amenés à parler d'un thème en guise de complément à leurs lectures ou examineront des sources médiatiques avant de préparer des exposés ou des débats.

Les enseignantes et enseignants attacheront une importance toute particulière aux habiletés langagières qui sont nécessaires dans le monde du travail, telles que la capacité de comprendre des textes imprimés et de rédiger des textes clairs et sans faute. Ils apprendront aux élèves à lire pour comprendre, à réagir à leurs lectures et à développer leur sens critique en leur donnant fréquemment l'occasion de mettre en pratique ces habiletés.

Les enseignantes et enseignants mettront également l'accent sur la communication avec les autres. Ils présenteront aux élèves des activités d'apprentissage permettant une communication authentique, qu'il s'agisse de raconter des histoires, de présenter des exposés, de composer des lettres ayant un destinataire réel, de publier un récit ou de réaliser des entrevues avec des membres de la communauté.

En proposant des activités de lecture et d'écriture aux élèves, les enseignantes et enseignants les aideront à s'ouvrir à de nouvelles idées. Faire un choix judicieux de textes littéraires canadiens est un aspect important du travail des enseignantes et enseignants. Ces derniers choisiront des textes qui stimulent les élèves et qui les initient à la littérature jeunesse d'expression anglaise, d'hier et d'aujourd'hui, y compris des œuvres d'auteures ou d'auteurs ontariens. Les enseignantes et enseignants suggéreront aussi aux élèves des lectures susceptibles de les intéresser et qui correspondent à leurs habiletés. Il incombe aux élèves de développer leur sens critique par rapport à leur choix de lectures et des messages véhiculés par les auteures ou auteurs.

Remarque : Il est essentiel que les enseignantes et enseignants lisent les attentes et les contenus d'apprentissage pour toutes les années d'études et non pas seulement ceux qui s'appliquent à l'année d'études qu'ils enseignent. Les attentes et les contenus d'apprentissage spécifiques à chaque année d'études devraient être examinés dans le contexte du processus général d'acquisition de connaissances et d'habiletés en anglais, d'année en année.

Anglais pour débutante et débutant (APD)

Les écoles de langue française offrent des programmes d'anglais pour débutante et débutant aux élèves qui parlent peu ou pas du tout l'anglais. L'objectif est de donner à ces élèves une compétence de base dans la langue anglaise pour leur permettre d'intégrer le plus rapidement possible les cours du programme-cadre d'anglais ordinaire.

L'anglais pour les élèves en difficulté

Dans le cadre de la planification et de la mise en œuvre du curriculum, il importe de reconnaître les besoins des élèves en difficulté et de leur fournir des programmes et des services appropriés. La loi prévoit le processus pour l'identification et le placement des élèves en difficulté. Il appartient à un comité d'identification, de placement et de révision (CIPR) de déterminer les besoins des élèves en difficulté.

Lorsqu'un CIPR identifie une ou un élève comme étant en difficulté, on doit élaborer à son intention un plan d'enseignement individualisé (PEI). (Il convient de noter qu'un PEI peut aussi être préparé pour des élèves ayant des besoins particuliers qui profitent de programmes ou de services pour l'enfance en difficulté sans avoir été identifiés par un CIPR comme étant des élèves en difficulté.) Le programme éducatif du PEI de l'élève se fonde sur une évaluation continue et est modifié en conséquence. Le PEI établit les attentes d'apprentissage de l'élève et précise de quelle façon l'école remplira son rôle par rapport à ces attentes (p. ex., à l'aide de programmes et de services appropriés, de modifications au programme ordinaire ou d'autres mesures d'adaptation). En outre, il définit les méthodes d'évaluation des progrès de l'élève.

En élaborant le PEI, on doit tenir compte des recommandations du CIPR sur les programmes et les services particuliers qui satisferaient aux besoins de l'élève. De plus, l'école doit consulter ses parents lors de l'élaboration du PEI. C'est sur ces recommandations et ces consultations que seront basées les décisions concernant la modification des attentes prévues dans le curriculum provincial en vue de répondre aux besoins particuliers de l'élève. Une fois le PEI élaboré, on doit en fournir un exemplaire aux parents.

Les personnes qui ont élaboré le PEI devraient collaborer de manière continue pour évaluer les progrès de l'élève et modifier le plan au besoin. Il importe que l'école informe les parents du programme que suit leur enfant et de ses progrès, puisque les parents peuvent le mieux soutenir l'apprentissage de leur enfant.

En anglais, les élèves en difficulté peuvent avoir besoin de diverses modifications au programme en tant que tel. Ces modifications peuvent comprendre :

- le choix d'installations qui permettent aux élèves handicapés physiquement de se déplacer;
- le choix de matériel multi-sensoriel qui permet aux élèves ayant des anomalies de communication de se représenter mentalement des concepts;
- le choix d'activités d'apprentissage et d'approches pédagogiques appropriées pour les élèves ayant des difficultés ou ayant besoin de défis;
- l'adaptation des programmes pour les élèves dits surdoués;
- des stratégies d'évaluation qui tiennent compte d'une variété de styles et de besoins d'apprentissage.

Achievement Levels

The chart that follows identifies four categories of skills in language – reasoning skills, communication skills, organizational skills, and skills related to the application of language conventions. A student will be assessed on how well he or she reasons, communicates, organizes ideas, and applies language conventions. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions in the achievement levels are meant to be used to assess each student's achievement of the expectations outlined in this document *in each grade and strand*. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation, or a group of expectations, in the appropriate category of skills. For example, one of the expectations in Writing for Grade 5 is that students will "organize information into a coherent paragraph that contains a main idea and relevant supporting details". If the student does this "inconsistently and with limited understanding", the student's achievement of that expectation would be at level 1 in the category of reasoning.

Level 3 identifies the characteristics of student achievement that represent the expected level of achievement, which is considered to be the standard for each grade. A student's work at level 3 in language in any grade may be described in general terms as follows:

> The student is able to work independently. He or she reasons consistently, with general understanding, and can explain ideas of some complexity. The student uses a variety of forms and communicates clearly and precisely for specific purposes. The student organizes his or her work in an appropriate and logical way. The student uses most of the language conventions studied, and makes only a few minor errors and/or omissions.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work representing various levels of achievement, which they can use when informing parents about assessment practices and standards.

Achievement Levels: Anglais, Grades 4-8

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Reasoning	**The student reasons:**			
	– with assistance	– with limited assistance	– independently	– independently
	– using a few simple ideas	– using a variety of simple and related ideas	– using ideas of some complexity	– using complex ideas
	– inconsistently and with limited understanding	– consistently and with limited understanding	– consistently and with general understanding	– consistently and with thorough understanding
Communication	**The student communicates:**			
	– with assistance	– independently	– independently	– independently
	– unclearly	– with some clarity and some precision	– clearly and precisely	– clearly, precisely, and confidently
	– for a limited range of simple purposes	– for a variety of simple purposes	– for specific purposes	– for a wide variety of purposes
	– with a limited range of simple forms	– with several different forms	– with a variety of forms	– with a wide range of complex forms
Organization of ideas	**The student organizes:**			
	– with assistance	– independently	– independently	– independently
	– incompletely	– in a mechanical and sequential way	– appropriately and logically	– appropriately and in complex and logical ways
	– for a limited range of simple purposes	– for a variety of simple purposes	– for specific purposes	– for a wide variety of purposes
Application of language conventions (spelling, grammar, punctuation, and style)	**The student applies conventions:**			
	– with assistance	– with limited assistance	– independently	– independently
	– using a few of the conventions studied	– using at least half of the conventions studied	– using most of the conventions studied	– using all the conventions studied
	– with several major errors and/or omissions	– with several minor errors and/or omissions	– with a few minor errors and/or omissions	– with practically no minor errors and/or omissions

Building on Literacy Acquired in French: An Overall Expectation for Each of the Three Strands

The following overall expectation should be integrated into all strands of the *Anglais* curriculum from Grade 4 to Grade 8:

> *Build on literacy acquired in French to develop competence in writing skills, in reading a variety of texts, and in communicating in formal and informal learning situations.*

Students will have already acquired knowledge and basic skills in French before they begin to study the English language. When they study *Anglais*, therefore, they will build on the literacy they have already attained in *Français*. They will be able to transfer the knowledge and skills that they have acquired in *Écriture, Lecture*, and *Communication Orale* to Writing, Reading, and Oral and Visual Communication.

For example, students who have already learned the stages of the writing process in *Écriture* will apply these skills and knowledge acquired from studying *Écriture* when they produce a variety of written texts in English.

In learning to read, students learn to recognize whole words, a reading strategy applied in *Français*. Knowledge and skills already acquired in their *Lecture* lessons in *Français* will enable them to acquire new knowledge that is specific to the English language. For example, students will already have explored and learned to recognize sound and spelling patterns in *Lecture.* They will be exposed to new sounds and new spelling patterns in English, such as the *th* sound in *three* or the different sounds produced by the *ough* letter combination, as in *bought*, *doughnut*, and *through*. Since they will already be aware that, in French, letters by themselves or combined represent various sounds, they will recognize that this knowledge also applies when reading English texts. They will also be able to use phonics to determine the pronunciation and decipher the meaning of new words encountered in their reading.

In *Communication Orale*, students will already have been exposed to various forms of oral communication and media works, as well as the conventions that must be observed in formal and informal presentations. This background will help them to understand that these forms and conventions are also applicable to Oral and Visual Communication in the English language.

The learning opportunities provided in the various strands in *Français*, therefore, will facilitate the achievement of a high level of competency in the English language.

Writing

The new Ontario curriculum recognizes the importance of writing in our personal lives and in society. The common practices of writing letters and preparing reports, as well as the growing trend of communicating through the Internet and e-mail, have served to further underscore the need for good writing skills. The basic skills of written language – the ability to use correct grammar, spelling, and punctuation and the common conventions of style, form, and presentation – are essential to learning how to write in English in a French-language classroom. Students must master these skills so that they are able to produce writing that is clear and precise and that communicates their ideas with ease. As noted earlier in this document, students in French-language schools will use the skills that they are developing in *Français* to facilitate their learning of the English language.

The mastery of writing skills is a process that is developed and refined over several years. Students build on skills from one year to the next, learning to integrate the conventions of writing into all their writing activities. To communicate effectively through their writing, students learn to use appropriate vocabulary, to spell correctly, and to use a variety of sentence structures in coherent paragraphs that present their ideas in a logical order. Students add to their vocabulary in order to express their ideas in clear and creative ways. By reading materials that are models of good writing, students can reinforce their mastery of correct spelling, grammar, punctuation, and sentence structure, and come to recognize the principles that underlie the logical organization and presentation of ideas. As well, students' reading can encourage experimentation with a variety of forms, such as letters, articles, and poems.

To encourage an integrated approach to the teaching of *Anglais*, a variety of forms of written material has been prescribed for every grade. After students have been exposed to various examples or models of a prescribed form, they will participate in writing activities that use that form. For example, at the Grade 4 level students will read and recite rhyming poems. Once they are familiar with rhyming poems, they will be asked to write one.

The characteristics of the forms of writing prescribed for each grade level must be formally taught at that grade level. Other forms that are of interest to the students or that are well suited to other learning situations – such as a novel or other piece of writing – may also be introduced and used.

Students are expected to be increasingly literate in their understanding and use of communication media. The expectations in *Anglais* complement the use of media prescribed in other areas of the Ontario curriculum. Many of the writing activities will be done on computer and presented in various media forms (e.g., posters, brochures). Students will easily be able to transfer the typing and computer skills learned in their French-language activities to English writing activities.

The writing expectations outlined in this section include all the basic skills students will need to become effective writers as well as creative learners and thinkers. Some of the expectations describe skills that continue to be of major importance as students progress from grade to grade. To reflect the progressive nature of skills development, these expectations are repeated for all relevant grades but are accompanied by increasingly complex examples of writing tasks

to indicate the higher level of sophistication at which students are expected to work. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should be noted, however, that all the skills described in these expectations continue to be developed and refined as students move through the grades, whether or not the expectations for the skills are repeated.

Most French-language students in Ontario begin to formally learn English in Grade 4. In those areas of the province where English is introduced at another grade level, teachers will have to make adjustments in the overall and specific expectations outlined in this document.

The Writing Process

Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. Writing competence develops along with skills in other areas of language, especially reading. Students need frequent opportunities to write for various purposes and audiences, and to master the skills involved in the various tasks of the writing process. These tasks are outlined below.

1. **Generating ideas**

   Students will generate ideas for writing through discussion and brainstorming. They will select a topic, determine a purpose and an audience, and create story webs, diagrams, or outlines. Students will do this task independently or collaboratively.

2. **Drafting**

   Students will write a first draft. They will usually do this task independently.

3. **Revising**

   Students will review their drafts to assess whether their ideas are clearly and coherently presented, keeping in mind their purpose and audience. They will then revise their sentences and paragraphs and the overall organization of their work. Students will do this task independently or collaboratively.

4. **Proofreading and editing**

   Students will proofread their texts to check and correct spelling, grammar, and punctuation. They will do this task independently or collaboratively.

5. **Publishing**

   Students will use their knowledge of the visual elements of published texts to produce their final copy. (Use of word processors is strongly encouraged at this stage.) Students will usually do this task independently.

Writing: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- produce a variety of written material, including the following forms: simple narrative pieces, short descriptions, various poems (especially acrostic and rhyming poems), headlines, book covers, lists of things to do;
- communicate ideas, thoughts, feelings, or experiences for specific purposes and audiences (e.g., write an acrostic poem using a classmate's name);
- write simple declarative and interrogative sentences of varying lengths (e.g., *The book is exciting and interesting; Is the book a best seller?*);
- organize information in sequential or logical order;
- use and spell correctly the vocabulary appropriate for this grade level;
- apply correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level;
- revise their written work, using reference material (e.g., personal word lists, thematic dictionaries), and focusing on variety in word use, sentence structure, and clarity of the presentation;
- edit their written work, using feedback from the teacher and their peers, and proofread their work, focusing on spelling, grammar, and punctuation, and using reference material;
- explore and integrate basic elements and material from media (e.g., type of lettering, graphics) to enhance final drafts.

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of meaningful writing activities that allow students to develop their thinking skills, apply their knowledge, and express their creativity.

By the end of Grade 4, students will:

Use of Conventions

- write simple sentences;
- use declarative and interrogative sentences in the affirmative and negative forms;
- join simple sentences with basic connecting words (e.g., *and, then*);
- identify and use nouns (common and proper), personal pronouns (e.g., *I, you*), and interrogative pronouns (e.g., *What? Which? Who?*);
- demonstrate an understanding of the grammatical function of nouns and pronouns as subjects;
- form the plural of all nouns;
- use proper noun-pronoun (person, number, and gender) and subject-verb agreement;
- use modifiers such as articles and descriptive adjectives correctly (e.g., *big, nice*);
- use the following verb tenses correctly in the indicative mode: past, present, and future for the most common regular verbs and the irregular verbs *to be* and *to have*;
- use the proper punctuation in declarative and interrogative sentences;
- use commas to separate items in a list, in dates, and in addresses;
- use hyphens when dividing words at the end of a line;

- use the apostrophe correctly in common contractions;
- use capital letters for proper nouns, including days and months;
- write abbreviations for days and months;
- recognize and use consonants (hard and soft) and consonant blends:
  - hard, soft *c* (e.g., *cat/city*) and *g* (e.g., *go/geography*);
  - *y* as a consonant (e.g., *yes*);
  - silent letters (e.g., *know, write*);
  - consonant blends (e.g., *bl, cl, pr*);
  - final blends (e.g., *stamp*);
  - consonant digraphs (e.g., *ch, sh, gh=f*);
- recognize and use different types of vowels:
  - long and short (e.g., *site/six*);
  - *y* as a vowel (e.g., *sky*);
  - *r*-controlled vowels (*er, ur, or, ir, ar*);
  - vowel digraphs (e.g., *read/read*);

Vocabulary Building

- introduce new words from their reading into their writing;
- use sounds to create effect;
- use visual and thematic dictionaries to expand vocabulary;
- use words from their oral vocabulary, personal word lists, and class lists compiled in brainstorming sessions;
- identify and use rhyming words;
- identify and occasionally use common synonyms (e.g., *small/little/tiny*) and antonyms (e.g., *tall/short*);

Spelling

- spell correctly words identified by the teacher;
- use a variety of strategies (e.g., knowledge of common letter patterns, features of words such as silent letters, meaning) to spell words correctly;
- use phonics and knowledge of *Français* vocabulary to correctly spell words that are similar in French and English (e.g., *question, table*);
- use a dictionary, a personal spelling list, or other resources to confirm the spelling of unfamiliar words;

Visual Presentation

- use underlining, colour, and size of print for emphasis;
- label and use pictures appropriately;
- accurately use titles as organizers;
- select and correctly use the writing format suited to their purpose (e.g., acrostic poem);
- use visual material to reinforce a message (e.g., draw the subject they are describing).

Writing: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- produce a variety of written material, including the following forms: narrative paragraphs, descriptive paragraphs, rhyming poems, haiku, directions, postcards, diaries, classified ads, photo sequences with text, book reviews;
- communicate ideas and information for a variety of purposes and for specific audiences (e.g., combine factual details and impressions in a descriptive text);
- write a variety of simple sentences types, including exclamatory and imperative sentences (e.g., *My sister and I love to read!/Do not lock the door, please*);
- organize information into a coherent paragraph that contains a main idea and relevant supporting details;
- use and spell correctly the vocabulary appropriate for this grade level;
- apply correctly the conventions specified for this grade level;
- revise their written work, using reference material (e.g., a synonyms dictionary), focusing on vocabulary building, sentence structure, and coherence of the text;
- edit their written work collaboratively, focusing on spelling, grammar, and punctuation and using reference material when proofreading;
- integrate elements and material from a variety of media to enhance final drafts (e.g., illustrate their text with clipart from a computer software program).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of meaningful writing activities that allow students to develop their thinking skills, apply their knowledge, and express their creativity.

By the end of Grade 5, students will:

Use of Conventions

- write compound sentences (e.g., *I'm tired and I want to go home*);
- use exclamatory and imperative sentences in the affirmative and negative forms;
- use connecting words (e.g., *and, then, but, first*) to link ideas in sentences and in paragraphs;
- identify subjects and predicates in sentences;
- identify compound subjects and predicates in a sentence (e.g. *Tim and I go to the park/Jeff jumps and runs in the park*);
- identify and use collective nouns (e.g., *herd, flock, class*);
- use proper subject-verb agreement with collective nouns (e.g., *The flock of geese was flying high in the sky*);
- identify adjectives and regular adverbs (e.g., *quickly, quietly*);
- identify and use personal pronouns in their three forms:
  nominative case (*I/you/he/she*);
  objective case (*me/you/her/him*);
  possessive case (*my/your/his/her*);
- identify and use demonstrative pronouns (*this, that, these, those*);
- use the following verb tenses correctly in the indicative mode: past, present, and future for the most common regular and irregular verbs;

- use the proper punctuation in exclamatory sentences;
- use commas properly after a salutation;
- use a hyphen to spell certain compound words (e.g., *self-control, sit-up, blue-eyed*);
- use correctly the apostrophe in all contractions (e.g., *I don't*) and to indicate possession (e.g., *the girl's dog/the boys' mothers*);
- write common abbreviations correctly (e.g., *Mr./Mister, St./Street*);

Vocabulary Building

- introduce new words from their reading into their writing;
- use a variety of dictionaries and other resources (e.g., an encyclopaedia) to expand vocabulary;
- use basic literary devices (e.g., alliteration such as *she sells seashells by the sea shore*) to create an effect;
- recognize and use regularly synonyms (e.g., *big/huge*) and antonyms (e.g., *long/short*);
- identify and use root words, prefixes, and suffixes (e.g., *friend/unfriendly/friendship*);

Spelling

- use a variety of strategies (e.g., knowledge of common letter patterns, features of words such as double letters, root words, meaning) to spell words correctly;
- use knowledge of *Français* vocabulary to correctly spell words that are similar in French and English;
- use phonics and knowledge of word structure (e.g., *knife/know*) and meaning (e.g., *ed* at the end of a regular verb usually refers to the past tense) to spell words in context correctly;
- use a dictionary and other resources to confirm spelling;

Visual Presentation

- use titles and subheadings as organizers;
- underline titles and headings;
- label and use diagrams appropriately;
- select and correctly use the writing format suited to their purpose (e.g., paragraph form);
- integrate media materials (e.g., photos) into their writing to enhance their message.

Writing : Grade 6

Overall Expectations

By the end of Grade 6, students will:

- produce a variety of written material, including the following forms: narrative paragraphs, descriptive paragraphs, various poems (especially diamanté poems), friendly messages, personal logs, advice columns, comic strips, short book reports, how-to instructions;
- communicate ideas and information for a variety of purposes and audiences (e.g., use information to defend an opinion about a book);
- use all types of simple and compound sentences of varying lengths, appropriate for the purpose;
- organize information into a well-developed and coherent paragraph that focuses on a main idea and gives some relevant supporting details;
- use and spell correctly the vocabulary appropriate for this grade level;
- apply correctly the conventions specified for this grade level;
- revise their written work, using reference material (e.g., dictionaries and other resources) and focusing on word choice, varied sentence structure, and coherence of text;
- edit their written work, focusing on spelling, grammar, and punctuation, using reference material when proofreading, and working both independently and collaboratively;
- choose appropriate elements and material from a variety of media to convey the desired message (e.g., present information in the form of a poster).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of meaningful writing activities that allow students to develop their thinking skills, apply their knowledge, and express their creativity.

By the end of Grade 6, students will:

Use of Conventions

- write all types of simple and compound sentences;
- use proper connecting words to link ideas in sentences and sentences in paragraphs;
- identify compound subjects and compound verbs within simple and compound sentences;
- use proper subject-verb agreement for compound subjects (e.g., *Stéphane and I ran*) and compound verbs (e.g., *Julie jumps and shouts*);
- identify, within predicates, the verb and the direct or indirect object;
- identify and use indefinite pronouns (e.g., *all, everyone, few*), prepositions (e.g., *in, into, at, by*) and co-ordinate conjunctions (e.g., *and, but*);
- demonstrate an understanding of the various grammatical functions of various parts of speech, including nouns and pronouns (subjects, direct or indirect objects);
- use correctly modifiers such as comparative and superlative adjectives (e.g., *big/bigger/biggest*) and adverbs (e.g., *fast/faster/fastest*);
- use correctly the following verb tenses in the indicative mode: past, present, and future for all regular and irregular verbs;

- use the proper punctuation throughout a text;
- use commas with appositives (e.g., *my friend, Danielle*);
- use colons to introduce lists and in time (e.g., *7:30 a.m.*);
- use quotation marks for direct speech;
- use hyphens when joining certain prefixes to words (e.g., *pre-teen, ex-president*) and in the numbers 21 to 99 (e.g., *twenty-one, ninety-nine*);
- capitalize and abbreviate correctly (e.g., *St., YWCA, CPR*);

Vocabulary Building

- frequently introduce vocabulary from their reading into their writing;
- use a variety of dictionaries and other resources (e.g., thesauruses, encyclopaedias) to expand vocabulary;
- use basic literary devices (e.g., similes such as *busy as a bee*, onomatopoeia such as *swish*) to clarify and illustrate ideas or to create an effect;
- use technical words and jargon when they are appropriate and specific to the subject;
- select and use the most effective adverb for their purpose (e.g., *Julian cautiously placed the crystal vase on the glass table*);
- recognize and correctly use homonyms in context (e.g., *The tree was bare; The bear was as high as the tree*);

Spelling

- use a variety of strategies (e.g., knowledge of common letter patterns, features of words such as consonant digraphs like *ch* and *sh*, root words, meaning) to spell words correctly;
- apply generalizations about spelling (e.g., *i* before *e* except after *c*, or when sounded like *ay* as in *neighbour* or *weigh*) and recognize exceptions to rules (e.g., the *i* before *e* rule does not apply to *weird*);
- use phonics and knowledge of *Français* vocabulary to correctly spell words that are similar in French and English;
- use dictionaries or other resources to confirm spelling;

Visual Presentation

- use title pages for assignments;
- correctly use titles, subheadings, and captions;
- select and correctly use the writing format (e.g., diamanté poem) suited to their purpose;
- integrate media material (e.g., illustrations with captions) into their writing to enhance their message.

Writing: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- produce a variety of written material, including the following forms: pamphlets, various poems (especially *cinquains*), travel logs, friendly letters, personal journals, interviews, fables, autobiographies/biographies, summaries, written speeches, book reports;
- communicate ideas and information for a variety of purposes, using the appropriate vocabulary for the targeted audiences (e.g., prepare a pamphlet to promote a tourist attraction for five-to-seven-year-olds going on a field trip);
- use a variety of sentence types, structures, and lengths that are appropriate for the purpose (e.g., to inform, to entertain);
- organize information using paragraphs that are coherent, well-developed (e.g., introductory sentence, development, conclusion), and well-linked (e.g., with transitional phrases such as *since then, in the meantime*);
- use and spell correctly the vocabulary appropriate for this grade level;
- apply correctly the conventions specified for this grade level;
- revise written work, using reference material (e.g., dictionaries, computer spell-check programs, thesauruses) and focusing on word choice, figurative language, varied sentence structure, levels of language, and clarity and coherence of the text;
- edit their written work, focusing on spelling, grammar, and punctuation, using reference material when proofreading, and working both independently and collaboratively;
- choose the appropriate visual elements and material from a variety of media to effectively convey the desired message (e.g., create a tourist pamphlet using desktop publishing software).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of meaningful writing activities that allow students to develop their thinking skills, apply their knowledge, and express their creativity.

By the end of Grade 7, students will:

Use of Conventions

- begin to use complex sentences;
- use correctly the connecting words in compound and complex sentences, as well as transitional words that link paragraphs (e.g., *furthermore, therefore*);
- identify and use compound subjects and compound verbs in compound sentences;
- identify and use direct and indirect objects in all sentence structures;
- identify and use relative pronouns (e.g., *which, whichever, what, whatever*) and subordinate conjunctions (e.g., *because*);
- demonstrate an understanding of the various grammatical functions of verbs (e.g., as nouns – i.e., gerunds – as in the example *Singing is fun*; as adjectives, as in the example *The falling snow was a beautiful sight*);
- identify and use with increasing effectiveness modifiers such as irregular comparative and superlative adjectives (e.g. *good/better/best*), irregular comparative and

superlative adverbs (e.g., *little/less/least*), prepositional phrases (e.g., *on the beach*), and dependent clauses (e.g., *when Aimée arrived home*);

- correctly and consistently use throughout a piece of writing the following verb tenses in the progressive mode: past, present, and future (e.g., *Scott was painting/Scott is painting/Scott will be painting*);
- use proper punctuation throughout a text;
- use commas to clarify or emphasize ideas (e.g., *Kerri came in, in tears, and began complaining to Sharron*);
- use a solidus (slash mark) to separate parts of dates and to replace the word *per* (e.g., in phrases such as *100 km/h*);
- use parentheses to enclose supplemental material in a sentence (e.g., *Chantal (my sister attending college in North Bay) is coming home for Thanksgiving*);
- use quotation marks for passages of dialogue;
- correctly and consistently use an accepted style for punctuation with quotation marks;
- capitalize and punctuate acronyms and abbreviations properly (e.g., *RCMP, UNICEF, Ave.*);

Vocabulary Building

- frequently introduce vocabulary from their reading into their writing;
- distinguish and correctly use formal language (e.g., when writing a speech), informal language (e.g., when writing a story), and colloquial language (e.g., in direct quotations) in their writing;
- use a variety of dictionaries and other print and electronic resources (e.g., thesauruses, the World Wide Web) to expand vocabulary;
- use literary devices (e.g., metaphor, pun, personification) to clarify and illustrate ideas and to enhance writing;
- embellish writing by varying choice of adjectives, verbs, and adverbs (e.g., *The game was fun/The challenging hockey game always provided non-stop entertainment*);
- recognize and correctly use homophones in context (e.g., *He bought her a ring; She's waiting for the phone to ring*);

Spelling

- use a variety of strategies (e.g., visual patterns, sound patterns, meaning, root words) to spell words correctly;
- apply generalizations about spelling (e.g., some verbs that end with a consonant double the consonant before adding *ed* or *ing*: *stop/stopped, begin/beginning*);
- use phonics and knowledge of *Français* vocabulary to correctly spell words that are similar in French and English;
- begin to demonstrate an awareness of the differences and similarities in the spelling of French and English words that have the same meaning (e.g., *biographie/biography, ennemi/enemy, adresse/address, mariage/marriage*);
- use a variety of resources (e.g., dictionaries, computer spell-check programs, thesauruses) to confirm spelling;

Visual Presentation

- accurately use graphs and tables;
- select and correctly use the writing format that suits their purpose and audience (e.g., friendly letter);
- integrate media materials (e.g, graphs, tables) to make their texts more visually appealing;
- use printing and cursive writing or different styles of fonts (e.g., bold, italics) appropriately for specific purposes.

Writing: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- produce a variety of written material, including the following forms: advertisements, free verse poems, skits, newspaper articles, business letters, response journals, surveys, written speeches, short stories, reports;
- communicate ideas and information for a variety of purposes and audiences, using forms appropriate for their purpose (e.g., write a skit to teach students in Grade 6 about the importance of exercise);
- use effectively a wide variety of sentence types, structures, and lengths that are appropriate for the purpose (e.g., to communicate information, to convey excitement);
- organize information creatively using paragraphs that are well-developed (e.g., introductory sentence, development, conclusion), well-linked (e.g., with transitional phrases such as *as a result, in conclusion*), and coherent, and experiment with different paragraph structures (e.g., use a descriptive paragraph to begin a story and narrative paragraphs throughout the body of the story);
- use and spell correctly the vocabulary appropriate for this grade level;
- apply correctly the conventions specified for this grade level;
- revise written work, using reference material (e.g., dictionaries, World Wide Web), focusing on the imagery of vocabulary and expressions, varied sentence structure, and appropriate levels of language, and ensuring that texts are clear, coherent, and complete;
- edit their written work, focusing on spelling, grammar, and the effective use of punctuation, using reference material when proofreading, and incorporating feedback from others where appropriate;
- select the appropriate elements, materials, and media (e.g., computer slide presentation) to effectively convey the desired message and to create a specific effect (e.g., use sound effects with a short story to heighten suspense).

Expectations in Specific Areas

The skills and knowledge inherent in the expectations outlined below are essential for producing writing that communicates effectively. They should be developed, as much as possible, in the context of meaningful writing activities that allow students to develop their thinking skills, apply their knowledge, and express their creativity.

By the end of Grade 8, students will:

Use of Conventions

- write complex sentences using co-ordinate and subordinate conjunctions effectively;
- effectively use transitional words (e.g., *thus, however*) to link sentences and paragraphs;
- identify and use compound subjects and compound verbs in compound sentences;
- identify and use reciprocal pronouns (e.g., *each other, one another*), reflexive pronouns (e.g., *myself, ourselves*), transitive verbs (e.g., *make*) and intransitive verbs (e.g., *exist*);
- demonstrate an understanding of the different grammatical functions of present participles (e.g., as an adjective: *the lurking cat*; as a noun: *baking is fun*) and past participles (e.g., as an adjective: *the painted car*; as a verb: *They had painted the car red*);
- identify and use all modifiers correctly and with increasing effectiveness (e.g., *the icy blue water, the burning hot sand*);
- use the objective case in prepositional phrases (e.g., *Chris noticed his father in the crowd and walked towards him*);

- correctly use throughout their writing the following verb tenses in the perfect mode: past, present, and future (e.g., *I had been/I have been/I shall have been*);
- use proper punctuation throughout a text;
- use commas to separate an introductory phrase or clause from the main part of the sentence and to separate phrases and clauses in a series;
- use ellipses to indicate incomplete thoughts or omissions from quoted material;
- use a dash to show a break in a sentence or to indicate an interruption in speech;
- use brackets (i.e., square brackets) to indicate additions to quoted material;
- use quotation marks to distinguish words being discussed (e.g., *Many people spell "receive" incorrectly*);

Vocabulary Building

- frequently introduce vocabulary and expressions from their reading accurately and imaginatively into their writing (e.g., *The spring water was refreshingly cool*);
- use various print and electronic resources (e.g., dictionaries, the World Wide Web) to expand vocabulary;
- manipulate and use levels of language to enhance writing or to depict a character's personality;
- choose appropriate words to create atmosphere and mood;
- recognize and correctly use idioms and figurative expressions (e.g., *feeling under the weather, raining cats and dogs*);
- use literary devices (e.g., exaggeration, hyperbole, foreshadowing) to clarify or illustrate ideas;
- enhance writing by varying choice of adjectives, verbs, and adverbs (e.g., *The activity was great/The multi-media event spontaneously generated a wave of excitement in the auditorium*);

Spelling

- use a variety of strategies (e.g., visual patterns, sound patterns, meaning, root words) to spell words correctly;
- apply generalizations about spelling (e.g., some verbs that end with a consonant double the consonant before adding *ed* or *ing*: *stop/stopped, begin/beginning*);
- use phonics and knowledge of *Français* vocabulary to correctly spell words that are similar in French and English;
- demonstrate an increased awareness of the differences and similarities in the spelling of French and English words that have the same meaning;
- identify some generalizations about spelling and use them to spell difficult or unfamiliar words;
- use a variety of print and electronic resources (e.g., dictionaries, the World Wide Web) to spell difficult or unfamiliar words and to confirm spelling;

Visual Presentation

- use tables or spreadsheets appropriately to convey specific types of information (e.g., survey data);
- use italics or underlining for titles of books, movies, magazines, foreign words, and emphasized words or phrases;
- select and correctly use the writing format that suits their purpose and audience (e.g., newspaper article);
- integrate media materials (e.g., computer graphics) into their writing to enhance their message;
- use printing and cursive writing or different styles of fonts appropriately for specific purposes.

Reading

The new Ontario curriculum focuses on developing the skills that will enable students to become effective readers. Reading is a tool that will help students to obtain knowledge; it is also a source of pleasure. An effective reader is one who grasps the essential ideas communicated in a piece of writing and who uses and applies these ideas in new contexts. Students must therefore develop the skills needed to process, analyse, and absorb information, and to think clearly, creatively, and critically. As their English vocabulary becomes richer, students will come to understand the subtleties of the English language and, as a result, be better able to express themselves in English as well as to understand English-language speakers and writers.

The *Anglais* reading program should include a variety of materials, both fiction and non-fiction, including works produced by Canadians. A well-balanced reading program will provide students with many opportunities to read in English for information, pleasure, self-discovery, and self-enrichment. Such a program will also enhance the love of reading and appreciation of the beauty of words and language that students will be developing in their *Français* studies.

Reading also enhances skills in writing and oral communication. Texts selected for the reading program will serve as models for writing and oral communication. Reading varied and rich texts will enhance the development of students' imagination, creativity, and desire to produce their own written work. Students will also experiment with English vocabulary and expressions in their oral communication.

Some of the expectations outlined in the sections that follow describe skills that continue to be of major importance as students progress from grade to grade. To reflect the progressive nature of skills development, these expectations are repeated for all relevant grades but are accompanied by increasingly complex examples of reading tasks to indicate the higher level of sophistication at which students are expected to work. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should be noted, however, that all the skills described in the expectations continue to be developed and refined as students move through the grades, whether or not the expectations for the skills are repeated.

The characteristics of the forms of reading materials prescribed for each grade level must be formally taught at that grade level. However, program content should not be limited to these forms.

Most French-language students in Ontario begin to formally learn English in Grade 4. In those areas where English is introduced at another grade level, adjustments will have to be made in the overall and specific expectations that follow.

The Reading Process

Reading is a complex process that involves understanding the relationship between written language and speech and relating ideas and information encountered in reading to one's personal store of knowledge and experience. It also involves using various strategies, or methods, to determine the meaning of what is being communicated – for example, rereading a passage if its meaning is not immediately clear. In order to become independent and fluent readers, students need to read frequently and to develop the skills used in reading for different purposes.

French-language students in the *Anglais* course will have acquired some reading skills from their previous years in the French-language program. Most students will be well-advanced in their mastery of the reading process and will transfer this mastery to reading in English. As well, some students will already be proficient in reading in English. Teachers should modify the reading program for these students as necessary.

Some essential aspects of the reading process are outlined below. Students will:

- read for particular purposes, some determined by the teacher and some by the student (e.g., for information, enjoyment, practice, vocabulary building);
- examine a piece of writing or publication in preparation for reading (e.g., look at the cover, title, and pictures; scan the table of contents and the index; and flip through the pages to find out something about the work's content and purpose);
- use a range of reading strategies to understand what they read (e.g., use previous knowledge and experience of the topic and vocabulary; use familiar words and the context to understand unfamiliar words; reread; predict what may happen in a story, and confirm or revise predictions; use phonics and root words to determine the meaning of unfamiliar words; use pictures and illustrations; make inferences; record key points; skim text for specific details; scan written material to determine its purpose);
- examine the ideas critically (e.g., distinguish between fact and opinion; use other resources to verify facts);
- summarize and explain the main ideas and cite supporting details, draw conclusions, retell the story, or apply what they have read (e.g., follow a set of instructions).

Reading: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- identify and read a variety of simple written materials, in print and/or electronic forms, including the following: stories, children's books, various poems (especially acrostic and rhyming poems), recipes, word games, captions, children's newspaper pages;
- select and read from a variety of fiction and non-fiction material for a specific purpose (e.g., for enjoyment or personal interest);
- read independently and use a variety of reading strategies (e.g., whole words, phonics) to identify unfamiliar words or derive meaning from texts;
- demonstrate their understanding of words and expressions encountered in their reading by integrating them into their vocabulary;
- demonstrate their understanding of written material (e.g., by answering comprehension questions) and their ability to respond to texts in a variety of ways (e.g., state what they liked or did not like in a story);
- read aloud, pronouncing clearly and varying intonation to create the desired effect.

Expectations in Specific Areas

By the end of Grade 4, students will:

Reading Comprehension

- use their experience and previous knowledge of reading in *Français* to understand what they read;
- use their knowledge of the organization and characteristics of different forms of writing to understand a text (e.g., patterns in rhyming poems make rhymes predictable);
- use their knowledge of word order in oral language to understand written material (e.g., *the child's dog* shows possession);
- use a variety of reading strategies to understand a piece of writing, and use strategies that are appropriate to the purpose for reading (e.g., look at context, reread, ask questions, break words into parts, use phonics, use punctuation, use a dictionary);
- use various components of a text (e.g., headings, table of contents, illustrations captions) to form ideas about content and to find information;
- recognize simple comparisons;

Vocabulary Building and Pronunciation

- use familiar vocabulary and context to determine the meaning of a passage containing unfamiliar words;
- use patterns of word structure to determine pronunciation (e.g., *ing* as in *thing* or *living*);
- recognize, identify, and pronounce sounds particular to the language (e.g. *th* as pronounced in *they* and *thought*, or *ough* as pronounced in *rough*, *through*, *doughnut*);
- use a visual dictionary to expand vocabulary;

Responding to Reading

- identify some elements of stories (e.g., story line, characters);
- identify and restate the main idea in a piece of writing;
- begin to develop their opinions by comparing and considering ideas contained in written material;
- begin to make predictions about their reading;

- retell a story by adapting it for a presentation in another form (e.g., a dramatization);
- identify the main characteristics of the forms of writing studied (e.g., differences between the forms of writing used for a recipe and a rhyming poem);
- use simple research skills to find information (e.g., use headings to find information);
- express their responses (e.g., feelings, thoughts, opinions) to the texts they read.

Reading: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- identify and read a variety of simple written materials, in print and/or electronic forms, including the following: stories, various poems (especially rhyming poems, limericks, and haiku), directions, classified ads, cartoons, children's magazines, diaries);
- select and read fiction and non-fiction materials for a variety of purposes (e.g., to find information about an animal);
- read independently and use a variety of reading strategies (e.g., use a dictionary) to identify unfamiliar words and derive meaning from texts;
- demonstrate their understanding of words and expressions encountered in their reading by integrating them into their vocabulary;
- demonstrate their understanding of written material (e.g., by following directions) and their ability to respond to texts in a variety of ways (e.g., give an opinion);
- read aloud with increasing fluency and expression, pronouncing clearly and varying intonation and volume to create the desired effect.

Expectations in Specific Areas

By the end of Grade 5, students will:

Reading Comprehension

- use their experience and previous knowledge of reading in *Français* to understand what they read;
- use their knowledge of the organization and characteristics of different forms of writing to understand a text (e.g., reread, ask questions, break words into parts, use phonics, use punctuation, use a dictionary);
- use their knowledge of elements of grammar (e.g., punctuation) and oral and written language structures (e.g., sentences) to understand what they read;
- use a variety of reading strategies to understand a piece of writing, and use strategies that are appropriate to the purpose for reading (e.g., reread, read on, ask questions, break words into parts, use phonics, use punctuation, use a dictionary);
- locate and interpret information using various components of a text (e.g., illustrations, diagrams, index);
- recognize literary devices (e.g., alliteration) in written material;

Vocabulary Building and Pronunciation

- identify root words in order to use them to determine the pronunciation and meaning of unfamiliar words (e.g., *idea* in *idealistic*);
- use common patterns of word structure and syllabification to determine pronunciation (e.g., *convention/prevention/invention*);
- identify synonyms and antonyms for familiar words;
- use a dictionary and other resources to expand vocabulary;

Responding to Reading

- describe various elements in a story (e.g., plot, characters, setting);
- identify major and minor characters;
- identify setting (e.g., time, place);
- demonstrate that they can become familiar with characters through the characters' actions and speech, as well as through direct description;

- make generalizations after reading one or more texts on the same topic;
- distinguish between fact and fiction;
- identify and restate the main idea in a piece of writing, using evidence from the work (e.g., the main idea of the poem is snow because the following words are found in the poem: *white, cold, flakes, December*);
- state and develop their opinions about a piece of writing, focusing on ideas presented in it;
- predict outcomes before reading (e.g., use titles and pictures to predict outcomes) and while reading (e.g., use initial clues and information to predict the ending);
- describe a series of events in a written work (e.g., in a short novel);
- describe the main characteristics of the forms of writing studied (e.g., classified ads);
- begin to search for specific information in the following ways: by formulating questions, locating information, and clarifying their understanding of information through discussion;
- express their responses to ideas or information presented in written material.

Reading: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- identify and read a variety of simple written materials, in print and/or electronic forms, including the following: stories, short novels, various poems (especially diamanté), skits, advice columns, comic strips, newspaper articles, game rules, how-to instructions;
- decide on a specific purpose for reading (e.g., to obtain information) and select an appropriate text from a variety of fiction and non-fiction materials, ensuring that the level of complexity of the text is also appropriate;
- read independently and select appropriate strategies (e.g., reread a passage) to identify unfamiliar words and derive meaning from texts;
- demonstrate their understanding of words and expressions encountered in their reading by integrating them into their vocabulary;
- demonstrate their understanding of written material (e.g., by restating the content for a peer or selecting relevant information from the text) and their ability to respond to texts in a variety of ways as well as explain their responses (e.g., describe the feelings evoked by a particular text and explore possible reasons for this emotional response);
- read aloud fluently with expression, pronouncing clearly and varying intonation and volume to create the desired effect (e.g., to convey the mood of a poem).

Expectations in Specific Areas

By the end of Grade 6, students will:

Reading Comprehension

- use their experience and previous knowledge of reading in *Français* to understand what they read;
- use their knowledge of the organization and characteristics of different forms of writing to understand a text (e.g., skim, adjust speed of reading according to purpose, reread, use a dictionary and thesaurus, take notes);
- use their knowledge of elements of grammar (e.g., spelling, punctuation) and the structure of words (e.g., a word that ends in *ly* is often an adverb) and sentences to understand what they read;
- select the appropriate reading strategies for understanding a particular piece of writing (e.g., read on, return to prior sections of a text, make inferences, ask questions, break words into parts, use phonics, use punctuation, use a dictionary and thesaurus);
- find and verify information using various components of a formal text (e.g., index, headings and subheadings, glossary);
- recognize literary devices (i.e., similes and onomatopoeia) in written material;

Vocabulary Building and Pronunciation

- use their knowledge of root words (e.g., *school/scholastic*) and *Français* vocabulary to determine the meaning of unfamiliar words;
- identify root words, prefixes, and suffixes, (e.g. *happy/unhappy/happiness*), and use their knowledge and other resources (e.g., dictionaries) to determine the pronunciation and meaning of unfamiliar words;

- use generalizations about spelling (e.g., *ph=f* in *elephant, telephone*) to help them pronounce words;
- use context to understand meaning of homonyms and homophones;
- use a thesaurus or other resources to expand vocabulary;

Responding to Reading

- identify the elements of a story (e.g., plot, characters, setting) and explain how they relate to each other;
- identify major and minor characters through their interactions;
- identify setting (e.g., time, place, atmosphere);
- distinguish between fact and opinion;
- make critical comparisons between texts by discussing the elements and purposes of different text forms;
- summarize and explain the main ideas (e.g., in newspaper and magazine articles) and cite details that support them;
- develop their opinions by reading a variety of materials (e.g., compare opinions derived from two distinct sources of information);
- make inferences and judgements on the basis of evidence in a piece of writing;
- use their comprehension of a text to alter or add to it (e.g., change the setting or the ending, create an additional chapter);
- make predictions while reading, using various clues;
- describe the main characteristics of the forms of writing studied (e.g., required number of words in diamanté poetry);
- use simple research skills (e.g., formulate questions, locate specific information);
- express their responses to ideas or information presented in written material and explain these responses (e.g., explain how certain features of a text, such as imagery, evoke a specific emotional reaction).

Reading: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- identify and read a variety of written materials in print and/or electronic form, including the following: short stories, novels, various poems (especially *cinquains*), pamphlets, skits, fables, magazines, newspapers, interviews, surveys, biographies, and autobiographies;
- decide on a specific purpose for reading (e.g., to increase understanding of self and others by examining themes in Canadian literature) and select an appropriate text from a variety of fiction and non-fiction materials, ensuring that the level of complexity of the text is also appropriate;
- read independently and select appropriate reading strategies (e.g., use context clues) to identify unfamiliar words and derive meaning from texts;
- demonstrate their understanding of words and expressions encountered in their reading by integrating them into their vocabulary;
- demonstrate their understanding of written material (e.g., by summarizing it or identifying the main idea and supporting details);
- select essential ideas from written material and explain their responses to them, supporting the explanation with evidence from the text;
- read aloud fluently, showing understanding of the material and awareness of the audience and varying intonation, volume, and pace to create the desired effect.

Expectations in Specific Areas

By the end of Grade 7, students will:

Reading Comprehension

- use their experience and previous knowledge of reading in *Français* to understand what they read;
- apply their knowledge of the characteristics of different forms of writing to select the form that is most appropriate for a specific purpose (e.g., use clear, succinct questions in preparing a survey form);
- use their knowledge of elements of grammar (e.g., spelling, punctuation) and the structure of words (e.g., a word that ends in *ed* is usually a verb in the past tense) and sentences to understand what they read;
- select the reading strategies that are appropriate to the purpose for reading (e.g., read slowly for specific details, rapidly to determine purpose of text);
- find and verify information using various components of a formal text (e.g., index, headings and subheadings, charts, glossary);
- identify some literary devices (e.g., metaphor, pun, personification) and explain their use;

Vocabulary Building and Pronunciation

- use their knowledge of word families (e.g., *know/knowledge*) and *Français* vocabulary to determine the meaning of unfamiliar words;
- use their knowlege and other resources (e.g., dictionaries) to confirm the pronunciation of unfamiliar words;
- use a thesaurus or other resources to expand vocabulary and to understand specialized terminology;

Responding to Reading

- recognize basic elements of literature (e.g., plot, characters, setting, theme, conflict) and explain how they relate to one another;
- identify a character's motivation (i.e., what causes the character to behave in a certain way);
- identify the theme (e.g., all people should be treated equally) of a story or novel;
- identify cause-and-effect relationships (e.g., helping others results in positive feelings);
- identify the main idea in a text and select relevant supporting information to complete a task (e.g., in a book report, show how a character's actions help to illuminate the text);
- clarify and develop their opinions about a text by examining the ideas expressed by others (e.g., compare several magazine or newspaper critiques of the same novel);
- make judgements and draw conclusions on the basis of evidence in the piece of writing;
- interpret their understanding of a text in other forms (e.g., act out an action sequence from the text in a skit);
- make predictions while reading, using various clues;
- identify different forms of writing (e.g., rhyming poems, short novel, fable) and compare their characteristics and their purposes (e.g., to inform, to divert);
- use research skills to select and compare information from various sources to complete a task (e.g., write a pamphlet, develop a survey);
- express and explain their response to a text with reference to their own knowledge and experiences.

Reading: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- identify and read a variety of written materials, in print and/or electronic form, including the following: short stories, novels, various poems (especially free verse), plays, song lyrics, newspapers, magazines, critiques, opinion letters, and advertisements;
- decide on a specific purpose for reading (e.g., to increase their understanding of diverse cultural customs and values as expressed in literature) and select an appropriate text from a variety of fiction and non-fiction materials, ensuring that the level of complexity of the text is also appropriate;
- read independently and select appropriate reading strategies (e.g., use syntax as a clue from which to make predictions while reading);
- demonstrate their understanding of words and expressions encountered in their readings by integrating them into their vocabulary;
- demonstrate their understanding of written material (e.g., by writing a critique of a text; identifying the main idea and supporting details; selecting relevant information);
- demonstrate their ability to respond to texts in a variety of ways as well as to explain their responses, supporting them with evidence (e.g., state their point of view and support it with facts from the text and their own experience);
- read aloud fluently, showing understanding of the material and awareness of the audience and varying intonation, volume, and pace to portray or transmit the atmosphere created by the author.

Expectations in Specific Areas

By the end of Grade 8, students will:

Reading Comprehension

- use their experience and previous knowledge of reading in *Français* to understand what they read;
- apply their knowledge of the characteristics of different forms of writing to select the appropriate form for a specific purpose (e.g., to write a letter to the editor);
- use their knowledge of elements of grammar (e.g., spelling, punctuation) and the structure of words and sentences (e.g., a clause that begins with *because* is a subordinate clause) to understand what they read;
- select the reading strategies that are appropriate to the purpose for reading (e.g., read slowly for specific details, rapidly to determine purpose of text);
- find and verify information using various components of a formal text (e.g., direct quotes, footnotes);
- identify some literary devices (e.g., hyperbole, exaggeration) and explain their use;

Vocabulary Building and Pronunciation

- use their knowledge of word families (e.g., *action/activate*) and *Français* vocabulary to determine the meaning of unfamiliar words;
- use their knowlege and other resources (e.g., dictionaries) to confirm pronunciation and meaning of unfamiliar words;
- use a thesaurus or other resources to expand vocabulary and to understand specialized terminology;

Responding to Reading

- identify the elements of a plot: introduction, complication, crisis, climax, resolution;
- understand increasingly complex elements of literature (e.g., character traits, types of conflict, suspense);
- use context clues, descriptive detail, and setting to identify mood or atmosphere;
- compare themes (e.g., the importance of friendship) in similar pieces of writing;
- identify the main idea and supporting details in a text and evaluate them (e.g., question the relevance or the function of supporting details);
- clarify and defend their opinions about a text by examining the ideas expressed by others;
- make judgements and draw conclusions on the basis of evidence in the piece of writing;
- interpret their understanding of a text in other forms (e.g., mime a passage of dialogue from a novel);
- make predictions while reading, using various clues;
- identify different forms of writing (e.g., novels, short stories, plays, poetry) and compare their characteristics and their purposes (e.g., to persuade, to express feelings or opinions);
- use research skills to select and compare information from various sources to complete a task (e.g., write a letter of opinion or a print ad);
- express and explain their response to a text by referring to specific passages.

Oral and Visual Communication

The new Ontario curriculum places a strong emphasis on helping students develop oral and visual communication skills. These skills include understanding and interacting with others, expressing themselves fluently and with confidence, interpreting media works, and using various media to communicate their own ideas.

Students listen and speak in order to understand and explore ideas and concepts, organize their experience and knowledge, express and clarify their thoughts, feelings, and opinions, convey information, and solve problems. Listening and speaking skills are essential for co-operative learning activities in the *Anglais* course. Given the importance of bilingualism in our province, it is important that students in French-language schools be able to interact in both official languages, with various groups, agencies, organizations, and services, in their own community and elsewhere.

To develop their oral communication skills, students need numerous opportunities to listen and talk to others for a variety of purposes and about a range of subjects that are related to their reading and writing activities. The *Anglais* program should also include opportunities to participate in oral activities such as debating issues, presenting and defending ideas, and critiquing the ideas of others. Students will be given opportunities to listen to a variety of oral communications that have different purposes and intended audiences. As they develop their communication skills, students will show an awareness of the purpose of communication by adapting content, tone of voice, and gestures to suit the intended audience and to present their message effectively.

The *Français* program will already have provided students with many opportunities to view, interpret, and use various media. Many of the media skills learned in other subject areas – for example, how to use CD-ROMs and the Internet – will be transferred to the *Anglais* course.

Oral communication is an important component in a variety of communication media; it is a major component of radio broadcasts, for example. Many communication media have a strong visual component in addition to, or sometimes instead of, an oral component; for example, film, television, and the graphic arts. Students' repertoire of communication skills should therefore include the ability to understand and interpret the messages they receive through various media and the ability to use these media to communicate their own ideas. Multi-media skills are particularly important because of the influence these media exert in our lives and society. Learning to understand and use a variety of media can greatly expand students' sources of information, as well as their expressive and communicative capabilities. Students will expand their career opportunities by mastering skills in these areas in both official languages.

Students will also develop, within the *Anglais* program, their social and interpersonal relationship skills. They will especially develop respect and appreciation for the ideas and opinions of others by interacting with classmates and other audiences in a variety of contexts and settings, by collaborating with others in preparing oral presentations, and by participating in various forms of oral and visual communication, including discussions, interviews, and debates.

Some of the expectations outlined in the sections that follow describe skills that continue to be of major importance as students progress from grade to grade. To reflect the progressive nature of skills development, these expectations are repeated for all relevant grades but are accompanied by increasingly complex examples of tasks to indicate the higher level of sophistication at which students are expected to work. Some of the expectations for the higher grades combine skills that are introduced separately in the lower grades, thus creating skills and applications of increasing complexity. It should be noted, however, that all the skills described in the expectations continue to be developed and refined as students move through the grades, whether or not the expectations for the skills are repeated.

The characteristics of the forms of oral communication prescribed for each grade must be formally taught at that grade level. Other forms that are of interest to the students or that are relevant for some learning activities in this strand – such as a script or other piece of writing – may also be introduced and used.

Most French-language students in Ontario begin to formally learn English in Grade 4. In those areas where English is introduced at another grade level, adjustments will have to be made in the overall and specific expectations.

The Oral Presentation Process

Formal oral presentations vary according to purpose, audience, context, and setting. Students will be engaged in a process that involves some or all of the steps outlined below. Teachers should give students frequent opportunities to communicate orally for various purposes and audiences and to master the skills involved in formal presentations.

1. **Generating ideas**

   Students will generate ideas for an oral presentation through discussion and brainstorming. They will select a topic and determine a purpose and audience. Students will do this step independently or collaboratively.

2. **Planning**

   Students will prepare an outline of ideas that will best transmit the message. They will select a form of communication and determine its characteristics and conventions. Students will do this step independently or collaboratively.

3. **Reviewing**

   Students will review their outline to ensure that the organization of ideas is logical, that all the elements to be used in the presentation complement each other and function as a coherent whole, and that the special characteristics and conventions of the form they have chosen are appropriate for their purpose. They will select audio-visual aids, accessories, and special effects that will enhance the presentation. Students will do this work independently or collaboratively.

4. **Rehearsing**

   Students will rehearse the presentation independently (e.g., in front of a mirror, into a tape recorder) or collaboratively (e.g., for family or classmates). They will evaluate the observations and feedback they receive on the ideas and information presented, the use of vocabulary, sentence structure, and conventions, and they will make changes where necessary.

5. **Delivering the presentation**

Students will make the oral presentation. They will interact with the audience, adapting presentation techniques such as tone of voice, eye contact, and gestures to effectively maintain the audience's interest and to create the desired impact.

6. **Reflecting**

Students will evaluate their presentation according to predetermined criteria. They will listen to and evaluate constructive criticism from the audience in order to set goals for future formal presentations.

Oral and Visual Communication: Grade 4

Overall Expectations

By the end of Grade 4, students will:

- listen to oral communications for a specific purpose;
- participate in discussions and improvisations on familiar topics or situations;
- communicate messages for specific purposes and audiences in a variety of forms, including the following: stories, rhyming poems, headlines in audio or visual formats, book covers, and simple oral presentations (e.g., show and tell);
- express ideas in a logical or sequential order;
- use the conventions that best suit the purpose and audience;
- contribute to and work constructively in groups;
- examine and create simple media works.

Expectations in Specific Areas

By the end of Grade 4, students will:

Listening

- listen to obtain information;
- demonstrate that they recognize the beginning and end of a spoken message;
- listen to discussions and improvisations on familiar topics and ask questions for clarification;
- follow simple instructions (e.g., in recipes);
- predict the outcome of an oral communication;
- listen to and recognize simple sound patterns and imitate models of correct pronunciation (e.g., their teacher);

Speaking

- respond to comprehension questions;
- retell stories and recount personal experiences;
- demonstrate that they are beginning to link ideas from texts to their own knowledge;
- discuss some elements of stories (e.g., story line, physical descriptions of characters);
- talk about situations in stories and relate them to personal and cultural experiences;
- respond to an oral communication by expressing likes and dislikes and by comparing information gained through their own experiences to the information provided in the oral communication;
- use classroom and library resources to complement simple formal oral presentations;

Communication Skills

- use story language (e.g., *They all lived happily ever after*);
- start to use connecting linking words (e.g., *and, but, or*) to connect ideas in speech;
- use simple vocabulary to express thoughts, feelings, and experiences in a variety of situations to suit different purposes and audiences;
- use simple comparisons;
- recognize certain features of language and literary devices (e.g., rhyme, alliteration);
- use language that is appropriate to everyday social and formal situations;
- use correct pronunciation and articulation with familiar vocabulary;

- review and rehearse their material before making a presentation (e.g., practise pronouncing and articulating words and expressions);
- use verbal cues (e.g., volume, expressions, sound effects) and non-verbal cues (e.g., gestures) that are appropriate for the intended purpose (e.g., presenting a poem) and audience;

Group Skills

- demonstrate knowledge of basic conversational conventions (e.g., *please, excuse me, May I...*);
- listen and take turns speaking;
- show respect for others by exhibiting proper attitude and behaviour;
- provide a simple explanation when agreeing or disagreeing with an opinion;
- contribute ideas appropriate to the topic in group discussions;
- play a role in planning and presenting a small group oral project;

Media Communication Skills

- make connections between the content of media works and personal experiences by indicating personal preferences (e.g., *I like...; I don't like...*);
- identify basic elements of media text (e.g., size of print, fonts, pictures) that help convey messages;
- use basic terminology (e.g., headline, font) to discuss visual images in print and electronic media;
- experiment with technical equipment to produce simple media works (e.g., create an audio or audio-visual version of their poem that includes sound effects).

Oral and Visual Communication: Grade 5

Overall Expectations

By the end of Grade 5, students will:

- listen to oral communications for a specific purpose;
- participate in discussions and improvisations on topics of general interest;
- communicate messages in a variety of forms, including the following: stories; haiku poems, classified ads, cartoons, diary entries, book talks, and short oral presentations;
- express ideas in a logical or sequential order, focusing on the clarity of the message or presentation;
- use the conventions that best suit the purpose and audience;
- contribute to and work constructively in groups;
- analyse and create simple media works.

Expectations in Specific Areas

By the end of Grade 5, students will:

Listening

- listen to grasp the main idea in messages or presentations;
- listen to discussions and improvisations on a variety of topics and ask questions for clarification;
- follow detailed instructions (e.g., in games);
- make predictions while communicating and interacting with others;
- listen to and imitate sound patterns and models of correct pronunciation (e.g., an audio presentation) with respect to new vocabulary and expressions;

Speaking

- respond to comprehension questions and instructions;
- share key information and ideas obtained from oral communications;
- relate a personal experience that is similar to a situation described in a story or non-fiction work;
- discuss various elements in a story (e.g., plot, setting) and describe aspects (e.g., physical traits, personality, actions) of major and minor characters;
- react to an oral communication by expressing and justifying impressions;
- use a variety of classroom and library resources to complement a variety of oral presentations;

Communication Skills

- use effective openings and closings in oral presentations;
- use simple connecting words (e.g., *then, if, because, after*) to organize ideas in speech;
- use simple and new vocabulary in a variety of situations to suit different purposes and audiences, especially to express ideas and share information;
- use basic literary devices (e.g., alliterations, rhymes) in presentations;
- distinguish between and make appropriate use of different types of speech (e.g., formal, informal, colloquial speech);
- use correct pronunciation and articulation with familiar vocabulary and expressions;
- review and rehearse their material before making a presentation (e.g., practise pronouncing and articulating words and expressions);
- use verbal cues (e.g., tone of voice, intonation) and non-verbal cues (e.g., gestures,

facial expressions) to suit different purposes (e.g., to help clarify meaning when describing events, telling stories, reading aloud, or making presentations) and audiences;

Group Skills

- demonstrate knowledge of conversational conventions and respect rules of courtesy when taking turns speaking (e.g., show interest by nodding);
- listen carefully to others without interrupting, despite differences in opinion;
- respect the work, contributions, and opinions of others;
- contribute ideas in order to help solve problems (e.g., respond constructively to the ideas of others);
- prepare a plan and present an oral project (e.g., a short demonstration);

Media Communication Skills

- make connections between the content of media works and personal experiences (e.g., distinguish between fact and fiction);
- recognize that media works are composed of different elements and techniques that convey similar messages (e.g., photos in a photo sequence with text/an article in a newspaper);
- use the terminology associated with media works (e.g., word processor, close-up shots);
- experiment with technical equipment, using some simple techniques (e.g., cutting and pasting photos) to produce media works (e.g., an audio-visual version of a classified ad).

Oral and Visual Communication: Grade 6

Overall Expectations

By the end of Grade 6, students will:

- listen to oral communications for specific purposes;
- participate in discussions on a variety of topics;
- communicate messages and information in a variety of forms, including the following: stories, diamanté poems, skits, interviews, advice columns, animated comic strips, friendly messages, book reviews, and audio-visual presentations;
- express ideas, focusing on the clarity and coherence of the message or presentation;
- use the conventions that best suit the purpose and audience;
- contribute to and work constructively in groups;
- analyse, compare, and create media works.

Expectations in Specific Areas

By the end of Grade 6, students will:

Listening

- listen in order to grasp the main idea and other details in messages or presentations;
- listen to discussions and presentations on a variety of topics, ask questions, and prepare responses;
- follow complex instructions (e.g., on how to operate technical equipment to create media works);
- imitate models of correct pronunciation and intonation;
- listen to and participate in discussions in various contexts (e.g., guest speaker, small group, large group);

Speaking

- respond to comprehension questions and instructions;
- relate and exchange relevant information and ideas obtained from oral communications;
- express an opinion on a variety of topics (e.g., from books, news articles, poetry) in classroom discussions, or link the topic to a personal experience;
- explain how elements of stories relate to each other (e.g., plot, characters, setting);
- use various resources in their learning environment (e.g., audio-visual aids) to complement a variety of oral presentations;

Communication Skills

- use effective openings and closings in oral presentations;
- use connecting words (e.g., *furthermore, therefore*) effectively to organize and clarify ideas in speech;
- use specific vocabulary to suit different purposes (e.g., storytelling, interviewing) and audiences;
- incorporate new vocabulary regularly in discussions and presentations;
- use literary devices (e.g., similes such as *busy as a bee*, onomatopoeia such as *swish*) to create an effect;
- adapt language to different purposes and needs by experimenting with the effects of formal, informal, and colloquial speech;
- use correct pronunciation, intonation, and articulation when employing new and familiar vocabulary and expressions;
- use verbal cues (e.g., intonation, pitch) and non-verbal cues (e.g., body language) appropriately;

– review and rehearse a text before making a presentation (e.g., practise pronouncing and articulating new words and expressions and varying intonation to create an effect);

Group Skills

– demonstrate knowledge of conversational conventions and rules of courtesy;
– state their opinions and support them with explanations (e.g., *I liked the presentation because you used visual aids and spoke clearly*);
– show respect for the work, contributions, and opinions of others;
– use appropriate strategies in small group discussions (e.g., invite other group members to contribute, share responsibilities and tasks, ask questions to seek clarification of a point);
– prepare a plan, elaborate on ideas, and review and rehearse material for a short oral presentation (e.g., book review);

Media Communication Skills

– identify various characteristics of media works and the categories of works typical of a particular medium (e.g., television: sitcom, cartoons; film: horror, action; magazines: articles, editorials; Internet: World Wide Web, e-mail);
– use the terminology associated with media works (e.g., desktop publisher, strobe effect) and the media-related professions (e.g., newswriter, photographer, camera operator, disc jockey);
– identify questionable strategies used by presenters to influence an audience (e.g., exaggerated claims, one-sided presentation of information);
– distinguish reality from illusion in different media works;
– use a variety of technical equipment (e.g., computer software, camera, audio recorder) and techniques to produce media works (e.g., create and edit a television advertisement promoting a novel).

Oral and Visual Communication: Grade 7

Overall Expectations

By the end of Grade 7, students will:

- listen to oral communications in different contexts, for a variety of purposes;
- participate in discussions and express opinions on a variety of topics;
- communicate messages in a variety of forms, including the following: stories, *cinquain* poems, posters, friendly letters, interviews, fables, autobiographies, speeches, book reports, and multi-media presentations;
- express ideas, focusing on clarity, coherence, and authenticity of the message or information;
- choose and use the conventions that best suit the purpose, audience, and context;
- contribute to and work constructively in groups;
- analyse, compare, and create a variety of media works, focusing on techniques that enhance the message's impact.

Expectations in Specific Areas

By the end of Grade 7, students will:

Listening

- listen to oral communications in order to gain insight into a topic and to share and justify personal opinions or impressions;
- improve their understanding of a message by asking for clarification and restating the message (e.g., *If I understood correctly, what you're saying is...*);
- grasp the main idea and pertinent details in complex messages;
- recall and follow complex instructions (e.g., when using multi-media equipment to enhance a presentation);
- listen to and participate in discussions and presentations in various contexts (e.g., guest speaker, small group, large group);

Speaking

- discuss and compare information obtained from various oral communications;
- express or respond to a range of ideas and opinions concisely and clearly, based on acquired knowledge or personal experiences;
- explain how elements of literature (e.g., plot, characters, setting, theme, conflict) relate to each other (e.g., discuss the cause-and-effect relationships in, as well as the theme of, a text);
- compare ideas and opinions from different informational sources;
- use a variety of resources to complement oral presentations;

Communication Skills

- select and use appropriate openings, transitional elements (e.g., words, sounds, phrases, gestures), and closings in oral presentations;
- use connecting words and phrases to show logical order in discussions and presentations (e.g., *first/second/third*);
- incorporate new vocabulary and expressions regularly into discussions and presentations;
- adapt vocabulary and level of language to purpose and audience;
- use literary devices (e.g., metaphors) to illustrate or clarify ideas;

- identify the characteristics of different types of speech (e.g., formal: *I do not understand*; informal, as in dialogue: *I don't understand*; colloquial, as when talking with friends: *Don't have a clue*);
- use formal, informal, and colloquial speech correctly;
- pronounce, articulate clearly, and pause for effect in order to enhance listeners' comprehension of the message;
- review and rehearse material before making a presentation (e.g., practise varying intonation and pace to create an effect);
- identify how verbal cues can affect an audience's reactions (e.g., being animated when telling a joke, being serious when giving a news report);
- vary verbal cues (e.g., tone of voice) and non-verbal cues (e.g., actions) according to purpose, audience, and context (e.g., use a quiet voice and look around the room to share information with only certain members of the audience);
- use eye contact and appropriate gestures and stance while presenting (e.g., look at audience and stand straight when giving a speech);
- begin to evaluate audience's non-verbal response (e.g., audience maintains eye contact with speaker) during oral presentations;

Group Skills

- adapt social conventions according to various contexts, demands of audience, and purposes (e.g., when welcoming someone or thanking a speaker);
- express ideas and opinions confidently and constructively without trying to dominate discussions;
- demonstrate respect for the work, contributions and opinions of others;
- demonstrate understanding of and respect for the role of each person in the group (e.g., secretary takes notes, leader guides discussion, reporter prepares report) by sharing tasks equitably and completing assigned tasks successfully;
- offer and ask for help in an appropriate manner;
- prepare a plan, elaborate on ideas, and review and rehearse a text for an oral presentation;

Media Communication Skills

- identify and describe categories of media works (e.g., weather reports, traffic reports, sports reports, and news reports are categories of radio broadcasts);
- compare media works that express different points of view (e.g., compare the editorial pages of two competing newspapers);
- identify hidden and/or intended meanings in media works (e.g., stereotypes in television commercials);
- perform specific tasks involved in the creation of media works (e.g., the tasks of radio producer, interviewer, sound technician);
- use a variety of resources and technical equipment (e.g., CD-ROMs) as well as techniques to produce media works and to complement oral presentations (e.g., import graphics and pictures from various electronic sources to enhance a pamphlet).

Oral and Visual Communication: Grade 8

Overall Expectations

By the end of Grade 8, students will:

- listen to oral communications in various contexts, for a variety of purposes;
- participate in discussions and express opinions on a variety of topics and current issues;
- communicate messages in a variety of forms, including the following: stories, advertisements, poems, skits, debates, letters, journals, surveys, speeches, research reports, and multi-media presentations;
- express ideas, focusing on clarity, coherence, and authenticity of the message or information;
- choose and use the conventions that best suit the purpose, audience, context, and setting;
- contribute to and work constructively in groups;
- evaluate, compare, and create a variety of media works, focusing on techniques that enhance the message's impact.

Expectations in Specific Areas

By the end of Grade 8, students will:

Listening

- listen to oral communications in order to model presentation techniques and offer others constructive criticism;
- improve their understanding of a message by asking for clarification and reformulating the message (e.g., *Let me rephrase that*);
- grasp the main idea and pertinent details in increasingly complex messages;
- recall, analyse, and follow complex instructions in order to complete a task successfully (e.g., break down a task into coherent steps);
- listen and participate in discussions and presentations in various contexts (e.g., guest speaker, small group, large group);

Speaking

- select, analyse, and constructively criticize information generated by oral communication;
- express opinions or respond to a range of ideas and opinions concisely and clearly, based on acquired knowledge or personal experiences;
- present an analysis of elements of literature (e.g., character traits, types of conflict, suspense), break down the plot into its elements, and compare themes in different texts;
- use a variety of resources (e.g., the Internet) to complement oral presentations;

Communication Skills

- vary openings, transitional elements (e.g., words, sounds, phrases, gestures), and closings according to the context and setting of oral presentations;
- use connecting words and phrases to show logical order in discussions and presentations (e.g., *hence, nevertheless*);
- select and use appropriate and precise vocabulary and figurative expressions in discussions and oral presentations, according to purpose (e.g., to create an impact), audience, context, and setting;
- use literary devices (e.g., metaphor, exaggeration) to clarify or illustrate ideas;
- combine effectively formal, informal, and/or colloquial speech to suit specific contexts or purposes (e.g., to negotiate, to resolve conflicts, to include others);

- pronounce, articulate clearly, and adapt delivery to enhance listeners' comprehension of the message;
- review and rehearse material before making a presentation (e.g., practise varying intonation, tone of voice, and gestures to create an effect);
- adapt and refine verbal cues (e.g., tone of voice) and non-verbal cues (e.g., gestures) to suit the purpose and audience (e.g., deliver a short speech on the necessity of obeying traffic laws to an imaginary audience of parents and then deliver the same speech to an imaginary audience of teenagers);
- use eye contact and appropriate presentation techniques to enhance oral communication (e.g., maintain eye contact with the audience while pointing to graphs and charts);
- evaluate the audience's non-verbal responses and adjust the presentation techniques to hold the audience's attention more effectively (e.g., introduce and encourage interactive questioning during presentations);

Group Skills

- use appropriate social conventions in all situations;
- respond in an appropriate and respectful manner in all oral situations;
- demonstrate respect for the work, contributions, and opinions of others, and adjust attitudes, behaviour, and word usage to accommodate others' points of view;
- contribute collaboratively in group situations by asking questions and building on the ideas of others (e.g., *Let's use both of those ideas to design this...*);
- demonstrate understanding of and consideration for the opinions and roles of each person in the group (e.g., secretary takes notes, leader guides discussion, reporter prepares report) by sharing tasks equitably and completing them successfully;
- work with members of a group to establish clear purposes and procedures for solving problems and completing projects (e.g., establish the tasks that should be shared to produce a 15-minute radio broadcast);
- prepare a plan, elaborate on ideas, and revise and rehearse material for an oral presentation;

Media Communication Skills

- break down media works into their different components and steps (e.g., a radio program contains an opening, various reports, background music, and commercials);
- evaluate the content of various informational media works to distinguish between real-life experiences and constructed views (e.g., a talk show might sensationalize an event by allowing opinions to be presented as facts);
- perform specific tasks involved in the creation of media works (e.g., the tasks of radio producer, interviewer, sound technician);
- use a variety of resources, technical equipment (e.g., tape recorder), and techniques to enhance media works (e.g., superimpose sounds on voices on an audio cassette in producing a documentary).

Explanatory Notes

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Achievement levels. Brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

Expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. The new Ontario curriculum for *Anglais* identifies expectations for each grade from Grade 4 to Grade 8.

Strands. The three major areas of language use into which the curriculum for *Anglais* is organized. The strands for *Anglais* are: Writing; Reading; and Oral and Visual Communication.

Writing

Acronym. A word formed from the inital letter or letters of each of the successive parts or major parts of a compound term (e.g., UNICEF).

Acrostic poem. A relatively simple poem in which the first letter of each line spells the poem's title or theme, as in the following example:

STUDENT

S eeking information,
T elling stories,
U ndertaking projects,
D elivering presentations,
E xploring new knowledge,
N avigating the World Wide Web,
T hinking about the future.

Alliteration. The repetition of the same initial letter in a group of words to echo the sense or sound of the thing described (e.g., *The whistling wind whirled wildly; The brisk breeze blew, frothy foam flew; The damp, dark dungeon*).

Audience. Intended readers, listeners, or viewers of a particular work.

Caption. The explanatory wording that accompanies an illustration. It may also be a heading, especially of an article or chapter.

Cinquain. A five-line poem that adheres to the following pattern: a word (usually a noun) to identify the topic in line 1, two words (usually adjectives) to describe the topic in line 2, three words (usually ending in *ing*) to express action in line 3, four words (sometimes a sentence) to express a feeling in line 4, and one word (may be the same as line 1) in line 5. The following is an example:

Kites
Light, colourful,
Soaring, whirling, wheeling,
Seeking space, flying freely,
Birds

Clause. A group of words containing at least a subject and a verb.

Clause, independent. A group of words that expresses a complete thought. It can stand alone as a simple sentence or be accompanied by other clauses to form other sentence types.

Clause, subordinate. A group of words that does not express a complete thought. It cannot stand alone as a sentence; it must be connected to an independent clause. The three types of subordinate clauses are: noun clause (e.g., *Why Felicia called remains a mystery*), adjective clause (e.g., *The gentleman who called yesterday*), adverb clause (e.g., *They skated so well that they won the gold medal*).

Conjunction, co-ordinate. A word that connects words, phrases, and clauses that are of similar rank. The acronym FANBOYS is useful as a reminder of the seven co-ordinating conjunctions: *for, and, nor, but, or, yet,* and *so.*

Conjunction, subordinate. A subordinate conjunction is a connecting word that shows the relationship between a subordinate clause and the clause the subordinate clause modifies (e.g., *After Natasha finished writing the report, she filed it*).

Conventions. Accepted practices or rules.

Critical thinking skills. Some aspects of thinking critically in writing are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

Diamanté. A structured poem consisting of seven lines. The finished product is in a diamond shape. Usually, the thought begins to change halfway through line four and the last line is a contrast to the first. One form of diamanté is as follows:

line 1 – one word to name the topic
line 2 – two words to describe the topic
line 3 – three words (usually verb forms ending in *ed* or *ing*)
line 4 – four words (usually verbs) related to the subject
line 5 – three words (similar to line 3) related to the last line
line 6 – two words to describe the last line
line 7 – one word (usually a contrast to line 1)

The following is an example:

Caterpillar
Soft, silky
Creeping, crawling, wriggling
Eating, growing, spinning, changing
Emerging, fluttering, flying
Bright, winged
Butterfly

Haiku. A Japanese verse form that traditionally concentrates on a single image of nature. It consists of three, unrhymed lines with five syllables in each of the first and third lines and seven in the second. The following are examples:

The grey, winter sky,
Missing its summer colour,
Adds to sullen moods.

Brightly coloured leaves,
Waltzing in the autumn breeze,
Nature's best dancers.

Heading. The title, subtitle, or topic at the top or the beginning of a piece of writing such as a poem, an essay, an article in a magazine or newspaper, or a chapter in a book.

Hyperbole. A stylistic device that uses exaggeration to create an effect (e.g., *It took ages*).

Limerick. A humorous type of poem consisting of five lines with the rhyme scheme *aabba*, with no more than 9 syllables in lines 1, 2, and 5 and no more than 6 syllables in lines 3 and 4. The following is an example:

A young lad from the county of Kent,
Found his money had almost been spent.
When asked why he cried,
He quickly replied,
"I'm not broke, but I'm quite badly bent."

Literary (or stylistic) device. A particular pattern of words, figure of speech, or technique used in literature to produce a specific effect; for example: alliteration, comparison, contrast, hyperbole, metaphor, onomatopoeia, personification, pun, simile.

Metaphor. A literary device in which a name or quality is attributed to something to which it is not literally applicable. One thing is likened to another or referred to as if it were that other thing, but without using the words "like" or "as" (e.g., *The train snaked its way up the valley; He has nerves of steel*).

Narrative piece. A text that recounts events or tells a story.

Onomatopoeia. The formation and use of words which, through their own sound, imitate or suggest the sound of what they describe (e.g., *meow, buzz, splash, the blare of trumpets, the murmuring of innumerable bees*).

Personification. A literary device that treats an abstract quality (like justice or honour) as if it were human (e.g., *Hope had grown gray hairs*). It is also used to endow inanimate objects with human qualities (e.g., *The kettle sang merrily*).

Predicate. The verb of a clause, plus any complements or modifiers that accompany it (e.g., *The guests were early*).

Prepositional phrase. A group of at least two words, consisting of a preposition and its object. The phrase may also contain words that modify the noun. The prepositional phrase can function as an adjective or an adverb (e.g., *in school, of the employees, for her, with a very good reason*).

Print and electronic resources. Materials in print or electronic media, including reference materials; for example, books (fiction, non-fiction), newspapers, magazines, encyclopaedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauruses, spell-check programs.

Pun. A play on words, either on two meanings of the same word, or on words which differ in meaning but sound alike (e.g., *Drilling holes is boring*).

Purposes of writing. Some purposes of writing are: to explore ideas and experiences; to examine ideas critically; to inform, describe, and explain; to provide instructions; to record thoughts and experiences; to clarify and develop ideas; to inquire into a problem; to entertain; to persuade; to express thoughts, feelings, opinions.

Response journal. A piece of opinion-based writing that critiques, appreciates, or analyses one or several aspects of a learning experience or a text.

Sentence types. Sentences can be categorized according to the types of clauses they contain or the information that they convey.

- *Complex sentence.* A sentence containing one independent clause and one or more subordinate clauses (e.g., *When the crowd roared and the orchestra began to play the national anthem, we knew the athletes were entering the stadium*).
- *Compound sentence.* A sentence containing two or more independent clauses (e.g., *We realized that they had mistaken us for some celebrities; nevertheless, we enjoyed all the attention we were getting*).
- *Simple sentence.* A sentence containing one subject and one verb. The subject, in person and number, determines the form of the verb (e.g., *We played soccer today*).

Simile. A literary device in which a name or quality is attributed to something to which it is not literally applicable. One thing is likened to another, using the words "like" or "as" (e.g., *He's as strong as an ox; She soars like an eagle*).

Transitional expression. An adverbial word or phrase that indicates some relationship (such as cause-and-effect or contrast) between two independent clauses (e.g., *The players felt tired; however, they were in good spirits*). A one-word transitional expression is sometimes called a "conjunctive adverb".

Travel log. A written day-by-day account about one's experiences, opinions, and feelings while travelling.

Voice. Style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, as well as the rhythm of the prose and the mood of the piece as a whole.

Word web. A diagram showing the relationship between ideas.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

Reading

Context clues. Information given directly or indirectly in a text that helps the reader deduce its intended or underlying meaning.

Conventions. Accepted practices or rules. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, titles, headings, charts, captions, lists, pictures, index).

Critical thinking skills. Some aspects of thinking critically in reading are: examining opinions, questioning ideas, interpreting information, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

Fable. A fictitious narrative or statement intended to reinforce a useful truth. In fables, animals speak and act like human beings (e.g., *The Tortoise and the Hare*).

Language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

Literary (or stylistic) device. A particular pattern of words, figures of speech, or technique used in literature to produce a specific effect; for example: alliteration, comparison, contrast, hyperbole, metaphor, onomatopoeia, personification, pun, simile.

Novel. An invented prose narrative that is usually long and complex and that deals especially with human experience, usually through a connected sequence of events (e.g., *Never Cry Wolf*).

Plot (story line). The plan of action of a play, novel, short story, etc.

Purposes of reading. Some purposes of reading are: to gather and process information; to make connections between experience and what is read; to develop opinions; to broaden understanding; to develop and clarify a point of view; to divert and entertain oneself.

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading, substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the complexity of the text; using graphic organizers (e.g., diagrams, story maps); skimming text for information or detail; scanning text to determine purpose of text or type of material; recording key points and organizing them in a sequence; monitoring comprehension.

Setting. The time, place, environment, and atmosphere of an event, story, play, etc.

Suspense. The growing excitement felt while awaiting the climax of a novel, play, etc.

Theme. The underlying idea, subject, or issue that the writer treats (e.g., The theme in the novel *Underground to Canada* is American slaves' search for freedom).

Word pattern. The particular arrangement of the elements in a group of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the formation of the past tense in a group of verbs by adding the suffix *ed* to the verb root.

Oral and Visual Communication

Cues, non-verbal. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language.

Cues, verbal (oral language). Aspects of spoken language that convey meaning; for example, types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection.

Delivery techniques. Verbal and non-verbal cues used to enhance oral communication.

Elements of media works. The elements of media works may be grouped in the following way:

- *Audio elements.* Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.
- *Visual elements.* Lighting, colour, images, size and type of lettering, size of images, sequence of images, symbols, graphics, camera angles, logos, props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.
- *Compositional elements.* Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

Listening and speaking skills. Examples are: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

Purposes of listening. Some purposes of listening are: to obtain information and exchange ideas; understand directions or instructions; identify issues; understand others.

Purposes of speaking. Some purposes of speaking are: to express ideas; to ask questions; to give information; to tell stories; to describe and explain; to respond to others both intellectually and emotionally; to analyse and discuss problems.

Purposes of media works. Some purposes of media works are: to instruct; to inform; to persuade; to influence; to entertain; to advertise; to present opinions.

Technique. A means of producing a particular effect; for example, use of voice-over narration, animation, simulation, camera angles (high, normal, low), close-ups, zoom shots, telephoto shots, fade-in or fade-out of sound, superimposition of sounds or images, juxtaposition of sounds or images, time-lapse photography, juxtaposition of colour and black-and-white photography, live action, special effects, volume, speed, motion, flashbacks, collages, dialogue.

Types of media works. Some examples are: documentary, situation comedy, television or radio drama, news report, sports program, nature program, editorial, newspaper, magazine, brochure, interview, film, video, travelogue, television commercial, newspaper advertisement, cartoon.

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